BUS 10a *(sections 1 and 2)*

FUNCTIONS OF THE CAPITALIST ENTERPRISE

COURSE SYLLABUS*
*this is a draft syllabus and will be updated by the Professor*
*(draft dated 1/14/19)*

Spring 2018

Class Hours: Monday and Wednesday, 2:00 – 3:20 pm  Section 1
Monday and Wednesday, 3:30 – 4:50 pm  Section 2

Location: Lemberg 54

Office: Lemberg 16

Office Hours: Monday & Wednesday 12 - 2pm, class questions only.

TAs: Section 1 - Ruxuan Zhao: ruxuan09@brandeis.edu
Section 2 - Aria Pradhan: apradhan14@brandeis.edu

Shawn Bhimani
(617) 209-9732
sbumani@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 marketing, finance, operations, 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**
For the first part of the course, prior to the midterm, you will use a new edition of the Pearson custom book. Available at the bookstore, the custom book consists of business school cases and chapters from Pearson’s *Business Essentials (BE)*. For the second part of the course, you will purchase a Harvard Business Publishing (HBP) course packet. After the start of the semester, I will share the link to purchase your HBP course packet.

**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. Use name cards to facilitate discussion (and grading) and please sit in the same seat each class.

If you are unprepared for the discussion on any day, please let me know before the start of class.

**Grading**
You will be graded on a combination of the following (55% individual/45% team):

**Contributions to class discussions (25%)** I keep a record of class performance for each student and determine a grade based on the quality and frequency of in-class comments. Midway through the course, we should meet so I can offer feedback and suggestions for improvement. NOTE: you are permitted two absences for any reason (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, e.g., A- becomes A-/B+, and so on. If you have perfect attendance but rarely participate in class discussions, your participation grade will be C-. 
Two-page memo and attachments on “Under Armour” (5%) to be prepared in teams of 2 students to be selected by the professor. See LATTE and p.10 for details. The memo is due at the start of class on Monday, January 28, with a copy submitted electronically to TurnItIn.

A PowerPoint presentation, “Feed Me!” (5%) given in teams of 5 students to be selected by the professor on Wednesday, February 13 on one of the cafeterias or food stores on campus. See p.11 for details, including deliverables due on February 7 and February 13. Business attire is required.

A homework assignment on “Clarkson Lumber Company” using EXCEL (2%) to be done individually (without assistance from anyone). The first part must be submitted electronically to your TA by 10 pm on Tuesday, February 26; the second part must be handed in at the start of class on Wednesday, February 27. For details, see p.12 and LATTE. Be sure to have completed most, if not all, of the EXCEL training in advance of this assignment.

A midterm exam (25%) This is a written open-book exam that will take place during normal class hours, but in a different location, on Wednesday, March 13. You will be asked questions about the materials covered and issues discussed in class.

A PowerPoint presentation on globalization (10%), given in teams of 5 students on Monday, April 01, and Wednesday, April 03. 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 inform me by email by 8 p.m. on Thursday, March 28 who is on your team 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 email me their PPT deck by 9 am on Monday, April 01. This will be the presentation you will present, regardless of the day you present. Business attire is required for both days.

In-class EXCEL exercise on Monday, August 08 (1%) based on completion of assigned Lynda chapters (which should take you 3-4 hours to complete). BE SURE TO BRING IN YOUR LAPTOP. The Lynda training will provide you with advanced beginner knowledge of EXCEL and prepare you for further coursework in the Business Program. You must utilize EXCEL in your final paper, with brief explanatory footnotes to indicate where and how it was used; failure to do so will result in a grade deduction.

An in-class exercise on Wednesday, April 17, based on assigned readings on business ethics (2%). After a discussion of the readings, you will be asked to write a one-page business memo based on a prompt. You may either use your laptop and email the memo to me (that’s my preference) or write it by hand.

A final paper analyzing a business problem facing a real company (25%) The final paper must be done in teams of 3 students. Please email me your outline by 11 pm on Thursday, March 07. The paper is due by noon on Thursday, May 2. See the section below on “Final Paper” for details.

Notes
• 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.
• 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. In the subject line of the email, note if you are Section 1 or 2.
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.** This portion of the paper should be built on data and case histories selected from the business press, financial databases, annual reports, etc. As such, it is highly preferable, though not required, that you choose a company whose stock is publicly traded.

**Identification and analysis of a business problem the company is facing.** Please state the analytical purpose of the paper **up front**, i.e., the "question" you are addressing. (I strongly recommend that you fashion an appropriate subtitle for the paper that captures your theme – you will quickly see how it helps guide the overall analysis!) Use the topics in the course or in the custom book as a guide to focus on a specific aspect of the business that you will analyze. It is essential for you to get perspectives from sources other than the company itself — newspapers, competitors, industry reports, etc. These will help you take a **critical** stance toward the company information. I will expect you to refer to information from “Bloomberg” which is a world-class resource that many of you will be trained to use.

**Conclusions and recommendations.** Based on your research and analysis, you **must** suggest what the company should do about the problem you studied. Be specific. There is no need to solve more than one problem; in fact, the best papers dig deep, not wide. Generally, this section runs 3-4 pages.

**Format of the paper.** You need to cover the three areas above. Use your best writing skills and editorial judgment to decide how to structure the paper. Having said that, I have found that good papers are driven by the analytical goals that are identified up front; these goals and the material itself should guide how you decide to present your argument. Be aware that this paper should not be just a "case study" like those we read in class; those cases are purely descriptive. Your paper should be more like a "case study plus analysis."

**Process of writing the paper.** **Final papers must be written in teams of 3 students.** Although the papers will be evaluated on quality, not quantity, their length must be 12 to 15 double-spaced pages, plus exhibits for material that was not needed directly in the body of the paper but still useful for the analysis, as well as for “Works Cited”. **Please number the pages and use Times New Roman, font size 11, 1” margins all around.** You will receive a deduction if you don’t! **Be sure to use Chicago-Style citations.** For help, see: [http://guides.library.brandeis.edu/citations/chicago](http://guides.library.brandeis.edu/citations/chicago)
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 pm on March 07, along with the name of the team members. I will give written feedback on these outlines within one week. After you have digested this feedback and worked a bit more on the research for the paper, you should arrange to meet with me. If, at any point, you wish to change your topic, please consult with me so I can review the new topic and offer comments.

The paper is due on Thursday, May 02. This is the absolute latest date and time for handing in the paper. If you have a good reason for missing this deadline (e.g., illness), please let me know so we can determine if an Incomplete is the best path to follow. Please bring a hard copy of the paper to my office that day, between the hours of 9 AM and noon. Also, by that deadline, please electronically submit a copy to TurnItIn.

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/

With two sections covering the same material, there is an additional definition of academic dishonesty. Students in section 1 may NOT discuss what went on in class with anyone in Section 2 until after the latter section has concluded; to do so, constitutes cheating. Students in the two sections may study together for the midterm.

Office Hours

You may see me during my regular office hours or by appointment (which you should request by email, ideally by noting in the subject line which section of BUS 10a you are in).

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.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2</td>
<td>Mon 1/22</td>
<td>The Management Process</td>
<td><strong>BE</strong>: “Managing the Business”</td>
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<tr>
<td>4</td>
<td>Mon 1/28</td>
<td>Case Analysis</td>
<td>“Under Armour”</td>
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<td>5</td>
<td>Wed 1/30</td>
<td>Case Analysis + Assignment</td>
<td>“Clean Edge Razor: Splitting Hairs in Product Positioning” See p.10 and LATTE for specifics on <a href="https://www.kelloggs.com/en_US/home.html">team assignment</a>, which is due at the start of class.</td>
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<td>6</td>
<td>Mon 2/04</td>
<td>Marketing Goods and Services (part two)</td>
<td>Review of the 3 assigned marketing chapters.</td>
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<td>7</td>
<td>Wed 2/06</td>
<td>Operations Management</td>
<td><strong>BE, “Operations Management and Quality”</strong></td>
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<td>8</td>
<td>Mon 2/11</td>
<td>Case Analysis</td>
<td>“Benihana of Tokyo”</td>
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<td>9</td>
<td>Wed 2/13</td>
<td>“Feed Me!”</td>
<td><strong>Team presentations. Business attire is required.</strong></td>
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<td>10</td>
<td>Mon 2/25</td>
<td>Financial Statement Analysis</td>
<td>See pp.11-12 and LATTE</td>
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<td>11</td>
<td>Wed 2/27</td>
<td>Case Analysis</td>
<td>“Clarkson Lumber Company” See p. 12 and LATTE for the <a href="https://www.kelloggs.com/en_US/home.html">individual assignment</a>, which is due at the start of the class.</td>
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<td><strong>Executing Corporate Strategy</strong></td>
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<td><strong>Financial Databases</strong></td>
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| 13    | Wed 3/06| Financial databases for business research   | Guest Lecturer: Jason Bernard  
**Associate Director of Academic Technology, IBS** |
|       |        | **Midterm**                                 |                                                                           |
| 14    | Mon 3/11| Midterm Review                              | Bring a calculator for the review  
See LATTE for assignment (nothing to hand in)  
*One-page outline of final paper is due by 10/26.* |
| 15    | Wed 3/13| MIDTERM (normal class time but held in a different location) | Exam will cover everything we have done to date;  
The exam is open book, so bring all course materials and notes, as well as a calculator (but you may not use a laptop or smartphone or scientific). |
|       |        | **Organizational Behavior**                 |                                                                           |
| 16    | Mon 3/18| Case Analysis                               | “Army Crew Team” “Leadership and Decision Making”                         |
|       |        | **Entrepreneurship**                        |                                                                           |
| 17    | Wed 3/20| Case Analysis                               | “Zipcar: Refining the Business Model”                                     |
|       |        | **Business in the Global Economy**          |                                                                           |
| 18    | Mon 3/25| Case Analysis                               | “Kyocera Corporation”                                                     |
See p. 14  
Email me your proposed globalization topics and teams by 8pm on 3/28 |
| 20    | Mon 4/01| GLOBALIZATION PRESENTATIONS                | Team Presentations. Business attire is required, even if you are not presenting. |
| 21    | Wed 4/03| GLOBALIZATION PRESENTATIONS                | Team Presentations. Business attire is required, even if you are not presenting. |
|       |        | **Excel Exercise**                          |                                                                           |
In-class graded excel exercise

See LATTE for assignments.

“Counter-Economics: the Markets that Defy”

“Roche & Tamiflu: When Supply is of Public Interest”

Prof. Sherman note on business ethics (see LATTE)

“Parable of the Sadhu”

Note: Please hand deliver the final paper to me on Thursday, May 02, between 9 am and noon. Also, submit a copy electronically to TurnItIn by the noon deadline.

ASSIGNMENTS + STUDY QUESTIONS

In addition to the assigned readings, here are the principal assignments to complete before coming to class. Do not hand in responses to study questions unless directed to do so.

For our first class, on Wednesday, 1/16, please look at the Kellogg Company site:

Look at the home page for 60 seconds, scrolling across the various pages. Write down your immediate reactions. (If when you first access the site, you are offered a sales promotion, think why Kellogg is doing that.) Now, explore some of the links in the middle of these pages. Comment on two that strike you as noteworthy. Now, go to the upper right hand corner and click “Who We Are”. Then, click “Marketplace Commitment”. What is your reaction to their “Promise to You”? Finally, look at the other 5 links in this section. Comment on one that strikes you as noteworthy.

There’s nothing to hand in; just bring your written comments to class and we’ll discuss them.

On Monday, 1/22 we discuss the management process.

Before class, carefully read our custom text chapter “Managing the Business,” paying special attention to the sections “Types of Strategy” and “Formulating Strategy.”

Then visit the Netflix website https://www.netflix.com/. (If you have a Netflix account, log out of it to see this link correctly.)
- How do your first impressions of this site compare to your first impressions of the Kellogg’s site? What might account for the differences between the sites?

Scroll to the bottom of the screen, and visit the section titled “Investor Relations” and select “Long-Term View”

- Judging from their “Long-Term View”, what does Netflix see as its long-term objectives?

Now go back and click “SEC Filings” From there choose the HTML version of the most recent “10-K Annual Report”. Navigate to Item 1. Business and read “About Us”, focusing especially on the paragraph that starts “Our core strategy…” o be prepared to discuss this strategy in light of the text reading and NF’s long-term view.

- Return to the Kellogg’s website. What is their ‘core strategy’?

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On Monday, 1/28, we will discuss “Under Armour.”

Your memo is due before the start of class. See LATTE for details.

Here is your study guide:

**Study Questions**

- Should Under Armour continue targeting and growing the female market segment? Or should it target a broader population to gain more traction on Nike and get closer to the number one spot? Explain.

- Should Under Armour keep paying famous athletes to be part of its advertising campaigns or should is use more everyday people? Explain.

- Should the next campaign be run on multichannel platforms or should Under Armour solely focus on channel, such as television or online advertisement?

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On Wednesday, 1/30, we will discuss “Clean Edge Razor”. See LATTE for the team assignment due at the start of class, with a copy submitted electronically prior to class on TurnItIn.

**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.
On Monday, 2/04, we will review marketing as a “function of the capitalist enterprise.”

On Wednesday, 2/06, we will discuss the assigned chapter, “Operations Management and Quality.” See LATTE for further guidance.

On Monday, 2/11, we will discuss “Benihana of Tokyo”.

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.

Study Questions

- What is the Benihana concept? What attracts customers to its restaurants?
- How does Benihana's cost structure differ from that of a typical sit-down restaurant?
- Examine the production system in detail. (It may help if you draw a process flow diagram that identifies how customers pass through the system, where key operations are done, how food is handled, etc.) What are the major design choices which generate operating efficiencies?

On Wednesday, 2/13, using PowerPoint, you will be presenting in teams of 5 students one of the cafeterias or food stores on campus (“Feed Me!”). Please follow these instructions carefully.

Based on your own experience and, as appropriate, on the concepts in the Benihana case and in the assigned chapter in BE, please be sure to address the following:

- How does the cafeteria or store define "quality"?
- Draw a flow diagram depicting how customers move through the cafeteria or store to select, purchase, and consume products.
- How might the cafeteria or store be reorganized to provide greater value to its customers?

A member of each team must send me an e-mail with “cc” to the other team members by 8 pm on Thursday 2/07 with your choice of cafeteria or store. I cannot guarantee your choice if another team has already selected it.

You MUST email me your PPT slides by 9 am on Wednesday, 2/13.

Each team will have 5 minutes to deliver the presentation. Everyone should have a speaking role; please practice your presentation. Be sure to wear business attire (required).
On Monday, 2/25, we will again discuss the Kellogg Company.

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 Wednesday, 2/27, we will discuss “Clarkson Lumber Company”. See LATTE for the individual assignment.

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 been 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 entering into a relationship with a new bank which will lend him the needed funds.

Study Questions

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

On Monday, 3/04, we will discuss “Apple in 2010”

Study Questions

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

- What, historically, have been Apple’s competitive advantages?
- Analyze the personal computer industry. Are the dynamics favorable or problematic for Apple? How did the competitive forces shaped Apple’s success/failure?
- What are the prospects for the iPad?
- Porter suggests that a company “shape forces in its favor.” What forces can Apple shape and how?

On Wednesday, 3/06, Jason Bernard (Associate Director of Academic Technology at IBS) will teach us about the various financial databases available at Brandeis; you will be expected to make use of them in
your globalization project and final paper. See LATTE for the assignment. The follow-on session in the Bloomberg lab will be on a later date (TBA).

On Monday, 3/11, we will have an in-class review for the midterm (to be held elsewhere on campus during our regularly-scheduled class on Wednesday, 3/13)

On Monday, 3/18, we will discuss “Army Crew Team”

Study Questions

- Why does the Varsity team lose to the JV team?
- What should Coach P. have done differently earlier in the season to resolve this problem? At exactly what point should he have intervened differently?
- 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.
- 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 Wednesday, 3/20, we discuss “Zipcar: Refining the Business Model.” After reading the case, please watch a short video featuring HBS professor Clayton Christensen explaining the concept of “Disruptive Innovation.” See: http://www.youtube.com/watch?v=qDrMAzCHFUU

Case Summary

Zipcar is a start-up organized around the idea of "sharing" car usage via a membership organization. This case describes several iterations of the Zipcar business model and financial plan. These iterations include a very early version and a version developed just prior to the launch of the business, as well as data from the first few months of operations. You are to analyze the underlying economics and business model for the venture and discover how these assumptions are holding up as the business is actually rolled out.

Study Questions

- Evaluate this potential venture and the progress that Chase has made.
- What is the business model and how did it change between December 1999 and May 2000? What do the data from actual operations in September say about how the business model is playing out in practice? Does this data give you comfort or concern?
- What actions should Chase take as a result of the September operating results?
- What is the strongest argument Chase could make to a potential investor about the attractiveness of the venture? What should her elevator pitch” be at the Springboard forum?
Does Zipcar seem to fit Christensen’s model of a “disruptive innovator”? Why did Zipcar hit the scene when it did, rather than perhaps a decade earlier?

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On Monday, 3/25, we will discuss “Kyocera Corporation”.

Study Questions

- Why has Kyocera done so well?
- What are the key elements of Kyocera's corporate culture? Would Kyocera’s culture work in the US?

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On Wednesday, 3/27, 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.

Study Questions

- What is your evaluation of the way Levendary Café has entered the China market?
- 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?
- 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 Monday, 4/01, and Wednesday, 4/03, your teams will present your Globalization decks in class. Business attire is required for all students, regardless of the day you present.

All PPT decks must be emailed to me by 9 am on 4/01, regardless of the day you present.

On Monday, 4/08, we will have an in-class graded EXCEL exercise. Bring in your laptops!

On Wednesday, 4/10, we will discuss “Counter-Economics: the Markets that Defy” – See LATTE
On Monday, 4/15, we will discuss “Roche & Tamiflu”

Case Summary
We explore the challenges Roche faces in maintaining a supply network for a global influenza pandemic response. Tamiflu, the company’s antiviral drug, dominates the market for prevention and treatment of seasonal influenza (flu). Tamiflu, however, could also play an important role in responding to the first wave of a pandemic caused by a particularly harmful strain of the influenza virus A. Managing its supply is challenging because (a) demand is spiky and uncertain, (b) governments placing orders expect lead times to be short, (c) negative media coverage can damage Roche’s reputation with end consumers resulting in sale loss.

Study Questions
- What are the benefits of an influenza pandemic stockpile? The costs?
- How might the current global situation evolve and how might that evolution affect the benefits of an influenza pandemic stockpile?
- How can Roche keep their supply network alive? Should it?
- If you could change the behavior of one of the stakeholders in the case, who would it be? How should the behavior change and with what intended effect?

On Monday, 4/17, we will discuss the note on business ethics posted on LATTE written by Professor Ben Sherman of our Philosophy Department. I will then ask you to apply Prof. Sherman’s framework to an in-class graded assignment.

On Monday, 4/29, in our last class, we discuss “Parable of the Sadhu,” one of the most thoughtprovoking cases taught in US business schools and at corporate off-sites.

Study Questions
- Why does Bowen McCoy now feel the way he does?
- What responsibilities did he have?
- Did he do the right thing?
- Why did he act the way he did?

Remember to bring a hard copy of your final paper to my office between 9 am and noon on Thursday, May 02. By that time, you must have also electronically submitted your paper to TurnItIn.