

BADM 486 Pittman Planchon

BA 486

Spring 2007

Senior Seminar in Business Policy

Professors: Dr. John Planchon and Dr. Deborah Pittman

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Office Hours: Planchon 2:00—5:00 Monday/Wednesday or by appointment.

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Please feel free to drop by our offices whenever you need to speak with either of us; however, if it is not during office hours, we may have other obligations and be unable to talk with you. Please don't be offended if that happens. Also, the time immediately before a class meeting is very important to professors. Please do not drop by our offices for help in the hour before a class meeting.

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Text: Selected cases and readings will be purchased from the Bookstore by students

Course meeting time and place: 9:30 – 10:45 Tuesday/Thursday in 108 and 110 Buckman Hall. All meetings of combined sections will be in Buckman 108. Breakout sessions with Professor Pittman will be in 108 Buckman and with Professor Planchon in 110 Buckman.

I. COURSE PERSPECTIVE AND OBJECTIVES

As the Catalogue description of the course indicates, Senior Seminar requires that you integrate and use concepts presented in your business and economics courses. Further, the Catalogue is explicit in outlining the major areas to be emphasized in the course. Those areas are:

1. appraisal of a company's situation within the framework of macroeconomic and societal conditions as well as the organizational and economic conditions of the firm;
2. developing objectives and strategies for the firm in the areas of financial operations, management and marketing;
3. presenting your analyses of business situations through both written and oral communication.

These areas will be emphasized in the coverage of the seminar. They will be reexamined briefly through class discussion, or at times through short presentations by the professor. Then, the information relevant to specific areas will be applied in cases.

Beginning with your class, 2007, Senior Seminar in Business has been redesigned to accomplish two broad, rich, and interrelated purposes.

- The first purpose is to engage students in a truly integrative experience focused upon the art of applying the theories, principles, and constructs studied in their major to analyze a firm's performance within the context of its industry's structure, the prevailing political, legal and social environments, and their own ethical framework.
- The second purpose is to engage students in an integrative experience of looking forward to the leadership and ethical challenges they will encounter upon leaving college and entering their chosen career paths.

Although neither purpose can be accomplished fully by focusing narrowly upon coursework taken as part of the major, the second more forward looking purpose will explicitly engage students in integrating their major coursework with their entire liberal arts education.¹

Historically, Senior Seminar in Business has depended extensively on the case method of instruction. The newly designed Seminar continues that tradition, but some additional pedagogical approaches have been added. Case studies of an actual situation in a company will be studied as a team project. The objective is a highly integrated approach that requires cooperation among students, teams, and faculty. Oral and written presentations for the purpose of defending their decisions and recommendations will be required from all students for each case. An atmosphere of open debate and exchange of ideas inside and outside of class will be encouraged, and students will observe that their professors do not always agree with each other and that disagreement is not necessarily

¹ These broad purposes feed directly toward accomplishing our Department's goals enumerated below:

- Graduates understand and appreciate the vital connections between all the disciplines represented in the department so that they can make fully-informed and reasoned business judgments. This will greatly enhance their value to any institution that requires broad perspectives and open-minded approaches from its executives as it faces new challenges.
- Graduates are exceptional in their oral and written communication skills. Leaders of organizations must communicate their ideas effectively. These skills will be enhanced in case courses that require formal oral presentations and written analyses and also require extemporaneous classroom discussion.
- Graduates are confident and capable as they pursue careers and advanced degrees in business and economics. This confidence will be instilled from the case approach used in upper level business courses that provide vicarious experience in making judgments within a complex environment. Further, cases will expose students to recently published research not found in textbooks.
- Graduates are grounded not only in the theories of all disciplines within the department and the philosophies underlying those theories, but also in their own sense of right and wrong that will guide all important decisions they must make. They understand that integrity and moral values are vital components of decision-making. Within this context, the graduates will recognize that their liberal arts background has prepared them for the ethical challenges that are ahead. Students can not only answer questions but question answers.
- Graduates work effectively and efficiently with others to accomplish mutual goals. These skills will be enhanced by the requirement that students work in study groups.

bad. However, it is hoped that students will also observe that arguments should be civil, substantive and framed within the context of analyses and ideas.

Various pedagogical approaches to meeting these objectives in addition to case studies have been added to the course.

- Simulation game that requires a multidisciplinary approach
- Cases that address ethical behavior – possible participation by business professionals and/or Rhodes professors both within and outside of the department
- Cases that address leadership issues – possible participation by Rhodes humanities professors
- Inviting industry leaders to discuss business issues with students
- Week-end forum to introduce the seminar to students, including guest speakers, teamwork exercises, and leadership training

II. RESPONSIBILITY OF THE STUDENT

Seminars are defined as discussion groups, colloquia, and round tables. Every one of these definitions makes it clear that our Senior Seminar will be an enriching experience only if all participants are active and prepared. Hence, all seminar members have responsibilities.

1. Adequate preparation of all assignments before each class
2. Thorough understanding and critical evaluation of material covered in the course
3. Regular attendance and active/meaningful participation in class*
4. Scheduling of appointments with the teacher when you are having problems with the course. (You should anticipate talking with us outside of class about the cases. Although we will not “give you the answer,” we will eagerly serve as guides in helping you unravel “the answer.”

*Please note that a substantial portion of your course evaluation will be based on classroom performance. Attendance is a necessary though not sufficient condition for a good evaluation in classroom performance. That is, excessive absence will result in a poor classroom performance evaluation. Further, frequent contributions “just to be heard” are not marks of “active/meaningful” participation. The student who listens, thinks, and synthesizes material and then makes substantive comments that move class discussion forward brings much more to the classroom than one who insists on talking in hopes of getting a high classroom performance evaluation.

III. GRADING AND EVALUATION

Course grades are earned according to the following scheme

94-100	A	90-93	A-
87-89	B+	84-86	B
80-83	B-	77-79	C+
74-76	C	70-73	C-
67-69	D+	64-66	D
60-63	D-	Below 60	F

A weighted course average will be calculated using the following (including individual grades (IG) and group grades (GG)):

40%	Cases (4 oral (IG) and written (GG)) Two cases will be presented in each rotation for a total of 4 oral and written grades each accounting for 10% of the course grade. ²
10%	Two written only cases (GG), each accounting for 5% of the course grade. (One case in each rotation, for a total of two cases, should be written by each group.) ³
10%	Midterm Exam - IG ⁴
15%	Final Exam – IG ³
15%	Class Contribution (Includes Seminar Forum, cases presented by groups, and professor directed discussions- IG ⁵
10%	<u>Business Simulation Game--IG</u>
100%	

² Each student, as part of a group, will be responsible for presenting a total of four cases to the class. The overall grade on that case will be determined as follows: 75% on the written and 25% on the oral presentation. Each person in the group will receive the same case grade on the written portion of the case grade. Each person in the group will receive an individual grade for the oral presentation based on both style and substance.

³ Each group will be required to turn in two cases in written format only one case for each module. **All cases, presented and written as a group, are to be pledged as only the group's work. The use of any "old cases" from previous classes or other breakout sections is considered cheating. A group pledging its work also pledges that it is the result of equal efforts by all members of the group.**

⁴ The final and midterm exams will consist of case questions to be completed in class, but you will be given the case in advance so that you may prepare. You should complete a written analysis of the case selected to cover all aspects of the course. You may bring your prep-work, class notes, and cases with you for use in the exam. You may not use old others' old cases or enlist the help of anyone else in preparing for the midterm and final.

⁵ Classroom contribution: This portion of your grade **does not** include your presentation of cases assigned to you to be presented to the class. It **does** include the discussion of all other cases as well as other assigned readings. All students are responsible for being prepared to discuss all cases and assigned readings.

V. COURSE SCHEDULE

- Thursday, January 11.....Course introduction, instructions for written and oral presentations, review sheets, team formation
- Tuesday, January 16.....Game Description and discussion **Both sections in 108 Buckman**
- Thursday, January 18.....HBS case Crown Cork & Seal **Do the case on reserve in the library.** Professors will present the case as an example. Be prepared to discuss. **Both sections meet in 108 Buckman**
- Tuesday, January 23.....**Meet assigned section (108 or 110 Buckman)** HBS case Crown Cork & Seal from course pack. Groups be prepared for cold call to present part of the case.
- Thursday, January 25.....Free period. Prepare for forum
- Tuesday, January 30
Meet assigned section (108 or 110 Buckman)
Pittman: HBS case Diageo
Planchon: HBS case Steinway
- Thursday, February 1
Debrief and discuss case in assigned sections
- Tuesday, February 6
Meet assigned section 108 or 110 Buckman
Pittman: HBS case General Motors
Planchon: HBS case Dell New Horizons
- Thursday, February 8
Debrief and discuss case in assigned sections
- Tuesday, February 13
Meet assigned section 108 or 110 Buckman
Pittman: HBS case Delta Airlines
Planchon: HBS case Robert Mondavi and the Wine Industry
- Thursday, February 15
Debrief and discuss case in assigned sections

Tuesday, February 20	<u>Meet assigned section 108 or 110 Buckman</u> Pittman: HBS case Zipcar Planchon: HBS case Cola Wars Continue: Coke vs. Pepsi in 2006
Thursday, February 22	Debrief and discuss case in assigned sections
Tuesday, February 27	<u>Both sections meet in 108 Buckman</u> Outside speaker
Thursday, March 1	Midterm examination Instructions will be given Nucor case
Tuesday, March 6	<u>Both sections meet in 108 Buckman</u> Outside speaker
Thursday, March 8	<u>Both sections meet in 108 Buckman</u> Case discussion: Accounting Fraud at World Comm
Tuesday, March 13—Spring Break Thursday, March 15—Spring Break	
Tuesday, March 20	<u>Both sections meet in 108 Buckman</u> Case discussion Heileman Brewing
Thursday, March 22	<u>Both sections meet in 108 Buckman</u> Game debriefing
Tuesday, March 27	<u>Meet assigned section 108 or 110 Buckman</u> Pittman: HBS case Diageo Planchon: HBS case Steinway Piano
Thursday, March 29	<u>Meet assigned section 108 or 110 Buckman</u> Discuss and Debrief case
Tuesday, April 3	<u>Both sections meet in 108 Buckman</u> Game debriefing
Thursday, April 5—Easter Break	

Tuesday, April 10

Meet assigned section 108 or 110

Buckman

Pittman: HBS case General Motors

Planchon: HBS case Dell New Horizons

Thursday, April 12

Meet assigned section 108 or 110

Buckman

Debrief and discuss case

Tuesday, April 17

Meet assigned section 108 or 110

Buckman

Pittman: HBS case Delta Airlines

Planchon: HBS case Mondavi

Thursday, April 19

Meet assigned section 108 or 110

Buckman

Debrief and discuss case

Tuesday, April 24

Meet assigned section 108 or 110

Buckman

Pittman: HBS case Zipcar

Planchon: HBS case Cola Wars Continue:

Coke vs. Pepsi in 2006

Thursday, April 26

Meet assigned section 108 or 110

Buckman

Debrief and discuss case

Final exam as scheduled—Rockwell International