Course: BUS 498 – 12: Advanced Business Models, Spring 2020
Day & Time: Monday, 7:20pm – 10:00pm (21 Jan – 13 May 2020)
Location: Planetary Hall, Room 124
Office Hours: By Appointment (best before/after scheduled class times)

Professor: Dr. J. Scott Frampton
Office: FBI Laboratory, Quantico, Virginia
Phone (iPhone): 954-263-2101
Emails: jframpto@gmu.edu ---or--- j.scott.frampton@gmail.com

Course Overview, Learning Goals, and Objectives:

This capstone strategic management course explains why some firms outperform others. The course takes an integrative and multi-functional approach to the kinds of broad organizational issues confronted by top executives. We will examine critical strategic issues that require a general management approach, using all the core business functions covered in the School of Business curriculum, rather than a strictly functional one. An integrative perspective is essential because the formulation and implementation of effective strategies requires a precise understanding of the interrelationships among the different functions and the relationships of these functions to the business environment. Thus, this course represents the synthesis course for the School of Business.

Strategic management, at its core, is the search for a firm’s competitive advantage. This search is carried out by individuals within organizations in environments that are quite often highly dynamic and uncertain. Studying strategic management allows us to answer questions such as:

- Why does one firm succeed while a closely-related competitors fail?
- Is success sustainable or will it always be transitory?
- Why are firms in some industries (e.g., high tech) typically far more profitable than firms in other industries (e.g., airlines and steel production)?
- What types of decisions can general managers make to influence the success of their firm(s)?
- What impact do managers’ decisions have on the performance of the firm?

To capture the high level of complexity that strategic management occurs, this course will predominantly use the case method to examine how general managers create and maintain competitive advantage for their organizations. We will examine critical strategic issues confronted by top executives of organizations. We will also take a general management and a multi-functional approach to these strategic issues, using all the core business functions covered in the School of Business curriculum, rather than a strictly functional one. This integrative perspective is essential because the formulation and implementation of effective strategies require a
precise understanding of the interrelationships among the different functions and the relationships of these functions to the business environment.

The learning goals are as follows:

- Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
- Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
- Our students will demonstrate technical and analytic skills appropriate for success in business.
- Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.
- Our students will demonstrate knowledge and skills appropriate for specialization in their majors.
- Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

The objectives are as follows:

- To familiarize the current literature of strategic management;
- To understand the complexities and challenges of multi-functional organizational problems;
- To focus attention on strategic issues confronting contemporary businesses;
- To facilitate the development of strategic thinking; and
- To further refine research, analytical, critical-thinking, team building, and communication skills.

Prerequisites:

Students must have completed general education requirements and all core courses (i.e., ACCT 301, BULE 302, OM 301, FNAN 301, MGMT 301, MIS 301, and MKTG 301; and possess a ‘senior’ standing).

Course Materials:


2. A packet of 7 cases at the following website: [https://hbsp.harvard.edu/import/690077](https://hbsp.harvard.edu/import/690077)
   - Case 1: Wall-Mart Stores in 2003
   - Case 2: Cola Wars Continue: Coke and Pepsi in 2010
   - Case 3: Samsung Electronics
   - Case 4: Elon Musk’s Big Bet
   - Case 5: Haier: Taking a Chinese Company Global
   - Case 6: Amazon.com, Inc.
   - Case 7: Ryanair: Flying Too Close to the Sun (Case competition)

Any business publications such as the Wall Street Journal, Business Week, Fortune, Forbes, Economist, Financial Times, Harvard Business Review (HBR), etc…

Grading Weights and Scale:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (Individual)</td>
<td>20</td>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>Class Participation (Individual)</td>
<td>15</td>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>Industry Report (Team)</td>
<td>10</td>
<td>B</td>
<td>83-86.99</td>
</tr>
<tr>
<td>Firm Report (Team)</td>
<td>15</td>
<td>B-</td>
<td>80-82.99</td>
</tr>
<tr>
<td>In-Class Case Presentation (Team)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
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**Exams:**

The course exams may consist of case analysis, short essays, and/or questions. Students will be required to apply concepts and frameworks from assigned readings, cases, and in-class discussions. More details will be forthcoming and a review for each exam will be provided in class. There are two course exams. No make-up exams will be given without prior permission.

**Class Participation:**

Since this course is a discussion/case-based course, your participation is critical to everyone’s learning experience. Much of the learning that will take place in this class comes from the chance to express ideas, listen to what others have to say, and discuss these ideas in order to develop your critical-thinking skills. Please take advantage of this opportunity to gauge and hone your communication skills. To do this, you must prepare all assigned materials and participate in the in-class discussions, exercises, and assignments. Do not underestimate the value of what you and your classmates have to say.

What does class contribution entail? While not an exhaustive list, here are some key ideas:

1. Asking appropriate questions
2. Being a good listener
3. Making evidence-based comments and recommendations
4. Respecting the opinions of others
5. Distinguishing between data, opinions, and guesswork
6. Building on the comments of others
7. A high contribution-to-words ratio (i.e. simply taking up “air time” is not a valued contribution)
8. Demonstrating an understanding of the case
9. ATTENDANCE

Because your participation is vital to the success of the class, daily participation grades will be recorded and attendance will be taken (feel free to meet with me as often as you like to discuss your current participation grades.) Grades for class participation will depend on both the quality and the frequency of participation. Quality is much more important than frequency, but a person with frequent high-quality participation will merit a better grade than one with occasional high-quality participation. Grades will be assigned each class based on the following:

Student shows evidence of careful analysis by using facts and evidence from the assigned materials to make arguments, as appropriate; student’s participation fits in with the flow of class discussion and demonstrates that he/she has been listening and reacting to others’ points of view; student is able to influence the class to consider important avenues that the class neglected; student is able to engage constructively in debating points with other students; and student presents recommendations justified by his/her analysis and/or by the discussion in the class.
Less value is placed on participation that repeats case facts without analysis or that disrupts the flow of the class discussion without good reason. Students will be called upon randomly to answer questions pertaining to the readings. I realize that work and traffic can present challenges to on-time attendance, but everyone is aware of this and should plan ahead to overcome these difficulties. Please note that you will not be successful by simply attending class and consistently being unprepared.

GMU catalog states the following on attendance policies for graduate and undergraduate programs:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Team Selection:

Teams will consist of no more than five students and will be selected during the first class, during introductions. A maximum of eight groups for each section are mandated. Since diversity and close coordination is a key part of management in dealing with complex, multi-functional, organizational challenges; complementary functional expertise will be considered for team assignments. Teams will be finalized during the second meeting of the course/class.

Contributions to Team Projects

Throughout the semester you will be involved in various group projects. Like other professional settings, it is critical that all team members are effectively contributing to the group’s performance. To ensure that all students are participating, team members will be asked to provide feedback about other members’ contributions and this feedback will contribute to the final grade that individual students receive for team projects.

Industry and Firm Team Reports:

Both reports will be completed in teams. The industry report consists of researching and analyzing an assigned industry (Railoroads). The firm report consists of researching and analyzing an assigned firm within the industry. Both reports must be typed and not exceed 5-double spaced pages, excluding exhibits, with 1" margins and standard fonts (i.e., 11 or 12-point). The reports will be broadly evaluated on incisive analysis, the application of appropriate concepts and frameworks, the logic of arguments (qualitative and quantitative), and presentation (professionalism, persuasion, clarity, flow, spelling, grammar, etc). Exhibits are highly recommended to enhance the text. Graphics, tables, and bullets will help to make points in the most concise way and to clarify issues discussed in the text. Exhibits should be germane to the analysis and arguments and should be referenced as appropriate in the text. Note, however, that the point of the information presented in the exhibits must be covered in the writing of the report. Please make sure all appropriate materials are referenced, use a broad range of references, and provide current and complete references (title, source, date, etc.). Refer to the enclosed guidance for each assignment within this syllabus. More details will be provided in class.

Case Competition and Team Presentations:

The team case competition presentations must not exceed 12 minutes and all team members must speak. All teams must provide a hardcopy of their PowerPoint slides (3 slides per page) on the assigned date. Additional information is provided in the “Case Competition Tab” on the left-hand side of the Bb course homepage. Also,
case competition details, case competition scoring, and assigned case background information are provided in this tab. Refer to the following link for competition details: Link: http://business.gmu.edu/bus498/

**Assignment Policy:**

All assignments and exams must be handed in on schedule and in-class (no e-mails). Late assignments and missed exams will drop a letter grade for every day they are late. You are to work only with your team members on the team assignments, not with other members of the class or anyone outside this section. Team members will receive the same grade, but if the team feels a particular student(s) did not adequately contribute, please notify the Instructor as soon as possible. At the same time, please be fair and provide ample communication and time to all team members.

**E-mail and/or Class Announcements:** I will occasionally send e-mail messages to the entire class or post to the class announcements in Bb. I will use the GMU mailing list associated with this class if/when I use an email transmission.

**Honor System and Code:** Honor System and Code: The Honor System and Code adopted by George Mason University will be enforced for this class: http://oai.gmu.edu/the-mason-honor-code/. In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception. The table below lists the recommended sanctions for different violations.

**School of Business Recommendations for Honor Code Violations**

*Plagiarism:*

1. Failure to cite/attribute sources
2. Representing someone else’s work as the student’s own (e.g., copying and pasting)

An F in the class; referral to Writing Center; and Academic Integrity Seminar completion

*Cheating*

1. On a minor assignment (e.g., homework, quizzes)
2. Cheating on a major assignment or exam, submitting course work from another course as original work

An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion

*Lying (e.g., providing fraudulent excuse documents, falsifying data)*

An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion

*Egregious Violation* (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in
person or online) An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one-year suspension

All work should be the original product of those turning-in the assignment and uphold the University’s Honor Code.

Business Library Liaison Information: JoAnn J. Henson, MLIS Business and Economics Liaison Librarian; Fenwick Library Fairfax Campus: http://infoguides.gmu.edu/business.

Standards of behavior: The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni who participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following standards of behavior:

• Respect for the rights, differences, and dignity of others
• Honesty and integrity in dealing with all members of the community
• Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

Counseling Center: George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic of life skills, or the like. More information is available at http://www.gmu.edu/departments/csdc/

Writing: Unless otherwise specified, all writing assignments should be formatted as follows: double-spaced, Times New Roman, 12-point font, and 1-inch margins. To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the Publication Manual of the American Psychological Association, 6th Edition or at http://owl.english.purdue.edu/owl/resource/560/01/

George Mason University has a writing center that can help you improve your English writing skills. http://writingcenter.gmu.edu/

Inclement weather and campus emergencies: Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via MasonAlert. Students sign up for the Mason Alert system to provide emergency information of various sorts at https://alert.gmu.edu.
An emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on http://www.gmu.edu/service/cert.

**Cell phones & devices:** Cell phone and devices are distracting. Please turn off all audible signals before class.

**If you are a student with a disability** and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. If you have a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at http://www.gmu.edu/student/drc.
## BUS 498 — Spring 2020 - Mon - Course Schedule

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<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 (Monday, 27 January)</td>
<td>Course Introduction and Overview. What is Strategy?</td>
<td>Cases: Review all Cases in HBR Site. Reading: Chapter 1</td>
</tr>
<tr>
<td>Class 3 (Monday, 10 February)</td>
<td>External Analysis: Industry Structure, Competitive Forces, and Strategic Groups</td>
<td>Reading: Chapter 3</td>
</tr>
<tr>
<td>Class 4 (Monday, 17 February)</td>
<td>External Analysis Continued</td>
<td>Reading: Chapter 4 Case: 2: Cola Wars Continue: Coke and Pepsi in 2010</td>
</tr>
<tr>
<td>Class 5 (Monday, 24 February)</td>
<td>Internal Analysis: Resources, Capabilities, and Activities</td>
<td>Reading: Chapter 5</td>
</tr>
<tr>
<td>Class 6 (Monday, 2 March)</td>
<td>Competitive Advantage and Firm Performance; Differentiation, Cost Leadership, and Integration</td>
<td>Reading: Chapter 6 Team Industry Report Due</td>
</tr>
<tr>
<td>Monday, 9 March</td>
<td>Spring Break: No Class</td>
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<tr>
<td>Class 7 (Monday, 16 March)</td>
<td>Exam 1 (Chapters 1-6)</td>
<td></td>
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<tr>
<td>Class 8 (Monday, 23 March)</td>
<td>In-Class Case Competition Presentations</td>
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<tr>
<td>Class 9 (Monday, 30 March)</td>
<td>Business Strategy: Innovation and Strategic Entrepreneurship</td>
<td>Reading: Chapter 7</td>
</tr>
<tr>
<td>Class 10 (Monday, 6 April)</td>
<td>Business Strategy: Innovation and Strategic Entrepreneurship</td>
<td>Reading: Chapter 8 Case 3: Samsung Electronics.</td>
</tr>
<tr>
<td>Class 11 School-Wide Case Competition (Friday, 10 April)</td>
<td>Location TBD: 12:30pm-5:30pm (approx.) Attendance noted during the final round of competition</td>
<td></td>
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<tr>
<td>Class 12 (Monday, 20 April)</td>
<td>Corporate Strategy: Acquisitions, Alliances, and Network, Vertical Integration and Diversification</td>
<td>Reading: Chapter 9</td>
</tr>
<tr>
<td>Class 13 (Monday, 27 April)</td>
<td>Global Strategy: Competing Around the World</td>
<td>Reading: Chapter 10 Case 4: Elon Musk’s Big Bet Team Firm Report Due</td>
</tr>
<tr>
<td>Class 14 (Monday, 4 May)</td>
<td>Organization Design, Structure, Culture, and Control. Corporate Governance and Business Ethics</td>
<td>Reading: Chapters 11 and 12 Case 5: Haier: Taking a Chinese Company Global</td>
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<tr>
<td>Class 15 (Monday, 11 May)</td>
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<td>Exam 2 (Chapters 1 – 12)</td>
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