

PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

LARRY STEVEN LONDRE

MBFE 659.45

STRATEGIC MANAGEMENT

SPRING 2005

ORANGE COUNTY CAMPUS

SYLLABUS

Dear Pepperdine student:

My full-time position is in strategic planning, marketing, advertising/media and consulting with companies and agencies. Since 1997, I have also been an expert witness on contract, advertising, trademark, business practices and media issue cases, in U.S. District Court and in Superior Court.

I enjoy teaching and I am pleased that you have enrolled in our class. YOURS and mine. I have taught business strategies, business strategies implementation/execution, global communication, marketing, IMC, advertising, pro-motion, media and communications to undergraduates and graduate students at Pepperdine (School of Business and Management), USC (Annenberg School For Communication, Marshall School of Business, and School of Journalism), at CSUN (School of Business), and Loyola Marymount since '75.

Success requires staying ahead of the competition. In our global economy it is essential to have greater agility, better business savvy, plus the ability to innovate on the job, in the boardroom and in the marketplace. A wide variety of technology development companies have sprung up in the Los Angeles region in the last ten years. Current changes in technology, connections to global markets, and wealth aggregation make it clear that Los Angeles will grow in stature as a center for media.

Today, change is constant. Employees and managers must learn whole new ways of doing things and communicating with each other. It's forcing companies to make rapid modifications to their products and services. Using several "real-world" cases, exercises and materials, we will study and discuss several different topics and a few related industries:

- Finding strategic business information for decision makers. Making strategic business decisions.
- Learning to appreciate perspectives and responsibilities of the chief executive officer and to think and manage strategically.
- Unlike other business courses that concentrate narrowly on a particular function or piece of the business, ours will encompass accounting, finance, marketing, production, human resources, or information systems. Strategic management is a big picture course. We will cut across the whole spectrum of business and management: the total enterprise
- Practices, "real-world" actions, theories and concepts proving themselves as viable activities and actions for generating customer traffic, sales, revenue and more
- Developing strategies and tactics, including global, in the changing environment
- The marketplace's complex and changing with new competitors, technological advances, pricing changes, new media mixes, marketing suppliers, new laws, distribution channels, strategic partnerships, and diminished customer loyalties.
- Exploring the many worlds of media and the Internet
- Reviewing the aspects of implementation and execution
- For every case I will ask, "What are the accounting, finance, marketing, production, human re-sources, information systems, global and management principles/ strategies/ concepts?"

Our study of business strategies will be broad. Students come from a variety of fields. I will use many different methods to involve you. The class is designed to involve you in a meaningful career in management (development to execution) with a solid understanding of the vernacular and materials. Please come to class well prepared. Some of the readings can be long, especially the cases. Some of the projects, including the simulation may be difficult. Or let's say challenging.

There is a great deal to cover and on many subjects we will only explore the headlines, but on these topics I want you to know there is more for you to find if it pertains to your job. Knowledge is power, and can be fun. I look forward to meeting and spending time with you.

Please fill out the attached personal fact sheet and send to me today. Let's enjoy each other's company.

STRATEGIC MANAGEMENT
MBFE 659.45
SPRING 2005

Location: Orange County Center, OCC
Date: Selected Weekends
Instructor: Larry Steven Londre
Office: Contact Enrique Rodriguez (310-568-5506)
E-mail: Larry.Londre@pepperdine.edu www.Londremarketing.com

*"We are who we are in good measure because of what we have learned and what we remember."
Dr. Eric R. Kandel, Nobel Laureate*

Course Description: MBFE 659. Strategic Management (4 units)

This capstone course examines running an enterprise from the chief executive officer's point of view and gives the student the foundation for conducting a strategic analysis, making sound strategic decisions, and implementing strategic change. Students conduct external and internal assessments of the organization, identify key strategic issues, identify and choose among alternative strategies, and defend those decisions. In addition, the course illuminates the interplay between organizational structure, design, human resources, culture, technology, and the global environment. The course integrates all prior subject matter. A variety of experiential methods are used, including case studies and a strategic project on an existing company. This course is taken after completing all required core courses, except the final Simulation in Business Operation (MBFE 660c).

Course Objectives:

1. To learn to appreciate the perspectives and responsibilities of the chief executive officer and to think and manage strategically.
2. To understand some of the current, critical issues in strategies and strategic management.
3. To learn to apply the skills of critical analysis in the strategic management context, including identification of opportunities, differentiating symptoms and causes, generating alternative courses of action, choosing an alternative, and planning its implementation.
4. To learn to consider the changing technological, business, and social environments in our strategic thinking. This includes global considerations, the risks involved in environmental assessments, the need to expand our abilities to conceive alternatives, and the roles of values and ethics in strategy.
5. To use concepts and tools and views from previous courses in this course on strategic management and to align the several views and concepts.
6. To understand that strategic management is a process and to develop your own mental model of that process in our real world.
7. To enhance the ability to organize thoughts logically and present them clearly, precisely, concisely, and persuasively.
8. To enhance the ability to defend and support recommendations given there is often no one "best" strategy.

Required: Thompson, Arthur A., Jr., A. J. Strickland III and John Gamble: Crafting and Executing Strategy The Quest for Competitive Advantage, 14th Edition (2005)

Londre 659 Course Packet, with cases not in the textbook

Cotter, Richard V. & David J. Fritzsche; The Business Policy Game - Player's Manual '02.

"You may delay, but time will not."

Benjamin Franklin (1706-1790), American statesman, writer, scientist & printer

"Time is limited, so I better wake up every morning fresh and know that I have just one chance to live this particular day right, and to string my days together into a life of action, and purpose."
Lance Armstrong U.S. cyclist, 6-time winner of the Tour de France, cancer survivor

"How you spend your time defines who you are." Oprah Winfrey (1954 -)
American TV host and producer, publisher, philanthropist

Schedule of Classes:

NOTE: The team business decision simulation workshop will take place for this section on Friday evening, April 1st and all day Saturday, April 2nd. Mark your calendars now, as this is a required part of this course.

Students are expected to read, study, and prepare to discuss each T&S chapter, each assigned article, and each case (including team cases assigned to other teams) for the class session at which each is scheduled to be discussed. The written Discussion Notes cited in the syllabus are expected for each class.

Assignments Due are in addition to normal preparation.

Written Discussion Notes are due for the assigned article and the case to be discussed, in the remaining classes.

A Note on the First and Second Classes:

- We will discuss the content of all of the reading materials as well as the processes appropriate for case analysis and article analysis (critical thinking), literature review preparation, and the individual strategic analysis project, during this first class.
- We will start to establish student teams for the team case analyses, presentations and for the simulation weekend. We will discuss the advantages of having same teams for team activities, during this first and second class.
- We will also start to fill out a detailed schedule with each student signing up for the different projects and discussions.
- There will be no student-led literature reviews or student-led case or assigned article discussions during this first class.
- You must be present. If you do not attend, it will be too difficult on scheduling the individual and team assignments.

"I don't need time. What I need is a deadline."

Duke Ellington

"Be better prepared when the next job opportunity comes around."

Anonymous

January 7, 2005

Topics:

Introduction, Discussion of Course Objectives & Assignments

Name A Strategically Driven Company?

Did You Know?

World's wackiest products, with accounting, finance, inventory, marketing, production, human resources, information systems, and strategic management aspects.

Our class cuts across the whole spectrum of business and management:

The total enterprise.

Readings: Introduction

January 8, 2005 (Saturday)

Topics: Chapter One: What Is Strategy and Why Is It Important?
Name that Company?
Scheduling of Presentations/Making Teams
Five Forces Model
Case: Starbucks (book)
Case: Smile
Segmentation, Targeting and Positioning Examples

Readings: First Section
Simulation: Introduction (Part I)

January 21, 2005

Topics/Readings: Chapter Two: The Managerial Process of Crafting and Executing Strategy
Three Keys to Effective Execution
What Makes an Effective Executive
Case: Viacom (reader)
Succession Planning
TiVo

Readings: Second Section
Simulation: Quarterly Decisions, and Business Environment (Part II and III)

"Hollywood is a place where they'll pay you a thousand dollars for a kiss and fifty cents for your soul."
Marilyn Monroe

January 22, 2005 (Saturday)

Topic/Readings: Chapter Three: Analyzing a Company's External Environment
Chapter Four: Analyzing a Company's Resources and Competitive Position
Mission/Corporate Strategic Planning
Presentations
Case: Kodak vs. Fuji (reader)

Guest Speaker: Bill Stellman, SVP, Operations Management and Planning, Disney
Quiz

Readings: Third Section
Simulation: Developing Strategic Plan and Strategy (Part IV and V)

February 11, 2005

Topics/Readings: Chapter Five: The Five Generic Competitive Strategies
Strategic Leadership
Case: Dell (book)
Savvy Global Leaders
Strategic Partnerships
Presentations

Readings: Fourth Section
Simulation: Sales Forecasting and Production Planning (Part VI and VII)

"The mobile phone will become your wallet, and the credit-card company will give it to you free. It will become a transaction hub, holding your ID --- are you an organ donor? --- Digital cash, credit card numbers and bank account information. Similarly, the laptop is slowly turning into your briefcase."

February 12, 2005 (Saturday)

Topics/Readings: Chapter Six: Beyond Competitive Strategy
Partnerships and Alliances
Team Presentations on Case: Wal-Mart (Book)
Case: K-Mart with Sears (Book)
Presentations

Readings: Fifth Section
Simulation: Production, Finance Strategy and Planning (Part VIII-X):

"If you taste wine for the first time, you cannot understand it. If you taste it over a period of time, you have a scale to evaluate it. The same with sound."

Yasuhisa Toyota, Walt Disney Concert Hall, in story about WDCH and Frank Gehry

March 4, 2005

Topics/Readings: Chapter Seven: Competing in Foreign Markets
Case: Euro Disney
Which Company is Transnational?
Case: Shinsei Bank: A, B, C, D (reader)
Presentations

Cell Phone paper and PPT (Notes Pages) due
Draft Strategy Paper for Business Simulation Due

Readings: Sixth Section

"It's kind of fun to do the impossible."

Walt Disney, entrepreneur, producer, showman

March 5, 2005 (Saturday)

Topics/Readings: Chapter Eight: Tailoring Strategy to Fit Specific Industry and Company Situations
Case: Netflix* (book) and/or
Case: Nissan (book)
Presentations

Readings: Seventh/Eighth Section

*As of 12/2004, Blockbuster's new competitive service.

<http://www.blockbuster.com/acctmgmt/displayRegisterSubName.action?planID=25027>

Strategy Papers Due, will schedule presentations on 3/18 and 3/19

March 18, 2005

Topics/Readings: Chapter Nine: Ethics and Social Responsibility
Case: Dollar General (book)
Case: ebay (book)
Presentations

Readings: Seventh/Eighth Section

March 19, 2005 (Saturday)

Topics/Readings: Chapter Twelve: Managing Internal Operations: Actions that Promote Better Strategy Execution
Case: Monster.com (reader)
What Clients Expect
Presentations
Presentation, Development and Review/ Creativity
Input on Careers/Jobs
Team Strategies in Simulation/Simulation Review:

Readings: Ninth Section

Revisions to Strategy Paper for Business Simulation Due

April 1 and 2, 2005 Simulation

Note: This schedule may change when class size is determined. The first week's schedule will not change.

"Don't be dismayed at good-byes. A farewell is necessary before you can meet again. And meeting again, after moments or lifetimes, is certain for those who are friends."

Poet Richard Bach

The Challenge of Choice:

"In a few hundred years, when the history of our time will be written from a long-term perspective, it is likely that the most important event historians will see is not technology, not the Internet, not ecommerce. It is an unprecedented change in the human condition. For the first time---literally---substantial and rapidly growing numbers of people have choices. For the first time, they will have to manage themselves. And society is totally unprepared for it."

Peter F. Drucker

Grades and Assignments:

To earn the minimum grade expected of graduate students (B), all work must be submitted on schedule and be of high quality. And class participation must be high quality and active. A general guideline is that three hours of preparation are expected for each class hour.

Late assignments or clearly substandard work may cost you.

All assignments will be given point values. The best letter grades will be given to the students with the most points. Exams and quizzes are given for many reasons, including: to assess your understanding of the material and, more importantly, to help you master the material.

There will not be any true/false or multiple-choice tests. Each test or quiz may be a combination of definitions, essay, case and relationship questions.

All tests/quizzes/papers are graded by me, Larry Londre. No blue books are needed.

A Note on Class Participation:

The goal is to have discussions during the lectures. Many of you already hold jobs where articulating your ideas and reacting to others make up a substantial part of your day-to-day activities. For those who aren't there yet, you soon will be.

Remember that the communication industry is becoming increasingly global and international. That means dealing with sometimes loud and direct employees. So it's better to make the mistakes in our class. It's better to get involved now, rather than later.

Class discussion depends on a number of elements. Please come to the class and the lectures prepared. If you keep up, you'll get more out of the class and everyone will get more out of the discussions. If you are not prepared, we will all figure it out. Showing up really helps understand the flow of a class.

This class depends on my capacity to lecture, but also on quality discussions. Your input is necessary to a vibrant and wide-ranging discussion, including a review of the cases. The idea of a discussion is to contribute and share; don't worry about winning every debate. Try to listen at least as much as you speak.

"When we know our **own strength**, we shall the better know what to undertake with hopes of **success**."

John Locke (1632-1704)
British philosopher

Guest Speakers:

Students have expressed a strong interest in supplementing the lectures and discussion in class with visitors from industry. I will do my best to bring in a speaker or two who are interesting, interested, helpful to your understanding of the material, inspiring to your research, and most of all, helpful in your professional development. (Unfortunately, this is a Friday/Saturday class). If you have suggestions or contacts I should know about, please pass them along.

Approximate Allocation of Grades

• Class Participation and Attendance	25%
• Simulation/ Strategy Project Update	10
• Team Case	10
• Individual Cases/Literature Review	10
• Cell phone paper and PPT	5
• Individual/Team Strategic Analysis Paper	10
• Web site presentation	5
• Simulation, including your team's evaluation	<u>25</u>
	100%

The quality of achievement in the course is measured as follows:

"A" indicates superior achievement; "B," indicates average or satisfactory achievement; and "C-" is the lowest passing grade. Letter grades will be assigned for MBFE 659 and "Credit" or "No Credit" will be assigned for MBFE 660. Performance in MBFE 660C is considered in the letter grade assigned for MBFE 659.

A grade of "A" earns 4.0 grade points per unit; "A-," 3.7 grade points; "B+," 3.3 grade points; "B," 3 grade points; "B-," 2.7 grade points; "C+," 2.3 grade points; "C," 2.0 grade points; and a "C-," 1.7 grade points.

Evaluation of Student Work:

While emergency circumstances may affect your attendance, we expect you to be present for all class meetings and to arrive on time and stay for the entire class.

Do not schedule another assignment, meeting or date during class time. You are expected to attend each class. Your grade will be affected if you decide you have other things to do instead of being in class. Attendance will be maintained.

Missing one or two classes will affect your understanding of the materials, your involvement in the team project and your grading. To provide the best output, fairness and distribution of project work, you will help evaluate your other team members in the group exercises.

Class attendance and participation are critical to the achievement of the course objectives. The class participation/preparation grade is based on attendance, quantity of participation, quality of participation, and Discussion Notes (see below). Participation in the simulation (MBFE 660C) is mandatory.

"Example is not the main thing in influencing others. It is the only thing."

Albert Schweitzer (1875-1965) medical missionary, Nobel Peace Prize winner

Team Evaluation:

- Each team will receive a total team score, plus each team member will assist in the grading of everyone on his or her team, except themselves. I have been using this formula for over 30 years, and have determined that it is one of the best methods for team harmony and outstanding results.
- I understand the time pressures, and appreciate your taking the class. Working with others stimulates your thinking and enhances the classroom presentations. It is much more of an example of the real world.
- It helps to distribute the work in your team.

Conduct:

"The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable. The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

Dismissal – separation of the student from the University on a permanent basis.

Suspension – separation of the student from the University for a specified length of time.

Probation – status of the student indicating that the relationship with the University is tenuous and that the student's records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student's privileges may accompany probation." See current catalog.

Policy on Disabilities (Assistance for Students with Disabilities)

"Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer at (310) 506-6500. GSBM Catalog

Instructional Philosophy:

To achieve the course objectives requires a multi faceted approach to learning. I will employ a variety of methods to create a dynamic, interactive, learning process. These methods will include, but not necessarily be limited to, readings, seminar type lectures and discussions, individual and group case analyses and discussions, individual and group projects and presentations involving real businesses.

Students bring a wealth of knowledge about organizations to the classroom and we will use that knowledge to articulate these concepts and principles as clearly as possible.

The key to acquiring knowledge, understanding, and wisdom is commitment to and involvement in the learning process. As a graduate student with practical business experience you are expected to participate in the learning process actively, responsibly, and competently. This will require thorough preparation for each class and for all group activities. In some cases this requires some preparation beyond the assigned work.

"The time is always right to do what is right."

Dr. Martin Luther King, Jr. (1929-1968) civil rights leader

General Performance Expectations:

Each student can reach the objectives of this course through:

- Competent preparation, demonstrated by active participation in assigned activities and class discussions.
- Integration of the subject matter in all oral and written reports and discussions.
- A professional approach, demonstrated by a mature, responsible and managerial attitude toward the work of the course, including respect for the other participants' thoughts and contributions, and professionally prepared reports and presentations.
- Punctuality, both in attendance at classes and team meetings, and in the presentation of the work required for the course.

Classes will be conducted using lectures, cases, exercises, presentations and interactive discussion. Students will be called upon to discuss the text, assignments, a web site, readings and cases. Each team may present specific readings and cases. The web site presentation is part of class participation.

With respect to class participation, each of you is expected to contribute to the discussion of the issues. You will be evaluated on the content of your comments, observations, and insights. You will present one web site. See sheet. Be prepared in class. On selected nights, I will randomly call on you to participate. If you are prepared, the questions will not be difficult. Many of the questions have already been given to you--but not all of them---- in the class packet.

The primary emphasis should be on your ability to make a substantial contribution that moves the discussion. It is important that your comments fit into and build on previous discussion, so that we are maximizing a cumulative learning experience in the classroom.

General Requirements of the Course:

In order to make the learning process effective, rewarding, and enjoyable, everyone's involvement and commitment is expected. Involvement includes active participation in class and on your teams. Commitment includes meaningful prior preparation for all class and group requirements, effective research, and quality presentations by both individuals and groups.

Class attendance and participation are critical to this learning process. Work due in a class must be received during that class. If you are unavoidably absent, get the work to a fellow team member or to me anyway. And, please advise your team before the class if you must be absent.

All written assignments and scheduled presentations should be considered business documents or presentations. All written work should be typed, double spaced (unless otherwise noted), and in a reasonably sized font. Pages should be numbered. Please staple multiple pages. Do not use covers or binders. Page limits do not include attachments (figures, diagrams, tables, etc.).

Some assignments will be team assignments. Teams will be formed early in the trimester. Reference to additional materials will be helpful in this course, is encouraged, and is graded on some work. However, be careful in your selection of additional references.

General guidelines for case analysis are presented in the text and in a note to this syllabus.

"There is no comparison between that which is lost by not succeeding and that which is lost by not trying."
Francis Bacon (1561-1626) British statesman & philosopher

Discussion Notes:

For each assigned article and for each case discussed in class (including team cases), develop approximately two (2) to three (3) pages, double-spaced, listing of your notes made in preparation for the discussion is required to be turned in at the session at which the article or case is discussed.

This page may be key phrases and should contain about one-half page on what the article or case says about strategy and about one half page on what you will "take away" from the article or case for application in your current or future work environment.

This page is not required if you are leading the discussion of an assigned article or case (including team cases). See below for the requirements for discussion leading and case presentations.

Specific Requirements

Individual Activities/Individual Case Analyses:

Each student will individually analyze several cases during the trimester. Following the guidelines for case analysis, each student should prepare a short written case report for each of the required cases. These reports will be due the day the case is scheduled to be discussed in class and should be approximately two (2) to three (3) pages in length.

Generally, one page or less should suffice to identify the two, three, or four issues you feel are important; one page or slightly more for your analysis, evaluation, and identification of alternative resolutions for each of the issues identified, and one page or less to identify the alternative you prefer to resolve each of the issues, the evidence for each of your choices, and the actions necessary to implement each of your chosen alternatives.

For our cases, assume you are advising the CEO or general manager of the organization (or one of the organizations) described in the case and write your analysis from that perspective.

The assigned cases will be discussed in class. All class members are expected to be fully prepared to discuss each case. You will submit a copy of your case preparation notes at the beginning of each class in which a case is assigned. Your case notes should reflect responses to the questions on the web page for full credit. Further, your notes should include a response to the question: “What do I ‘take-away” and what is the application of my “take-aways” from this case. Each team will have the opportunity of leading the discussion of one or two cases.

Preparation notes will not be required from members of the team that lead the case discussion, but a PowerPoint/Notes Pages printout and email or CD of the Power Point presentation must be handed in.

Case preparation and participation are important in considering your points for participation.

For the purpose of this class, please use the following structure in developing your analysis of each of the cases. Do not substitute structure for thoroughness.

1. Identify all of the pertinent problems/issues that management needs to address.
2. Perform whatever analysis and evaluation is appropriate. Use the questions on the web page to assist you with your analysis. (Respond to questions on web page)
3. Propose an action plan and set of recommendations addressing the issues you identified.
4. After completing 1, 2, & 3, where possible, update the information in the case.
 - a. Does this change the issues? If so, how?
 - b. Does this change your analysis? If so, how?
 - c. Does this change your recommendations? If so how?
5. “Take-aways” and application of “take-aways”

Leading a Discussion:

Each student will lead class discussions and/or case discussions during the trimester. Several students will lead case discussions. Students will lead assigned chapter or article discussions.

Preparation for an assigned article discussion (in addition to normal preparation of the assignment to be discussed) will include preparation and submittal on the day the article is scheduled to be discussed, of a one page summary of what the article says (single spaced, not including any of your views on the subject) and a one page outline (double spaced) of the discussion.

These discussions are intended to involve the entire class. Reference to additional materials beyond those assigned is appropriate and will enhance the discussion and grade. However, you must focus on the case or article and get to the salient points in the discussion. Each discussion is expected to take approximately 25-35 minutes, including class questions, answers, and updates, if appropriate..

Strategic Management Project

This project represents an important part of the strategy course. In a group of 2-3 people, you are expected to perform a small research project on some aspect of strategy. For example, you might study:

- Compare Wal-Mart, Netflix and Blockbuster’s strategies?
- What is the relationship between an organization’s culture and its strategy formulation or strategy implementation process?
- Compare and contrast the strategy formulation process in two unrelated organizations.

Concerning Strategic Alliances, what are the practical characteristics of successfully formulating and implementing alliances? Domestically, Globally?

I am open to other suggestions you may have.

My criteria for the project is that it must be:

- Timely. Practical. Interesting to you and the class.
- Related to the concept of strategy
- Involves real organizations
- Has practical application and have the potential to impact performance.
- Something you could talk about in an interview to set you apart

This project is expected to take time inside and outside of class. Team members will be asked to provide an evaluation of other team members. Teams will be formed early and you are encouraged to begin this project immediately. The team will provide a two-page description of the project by third class or before. It should include your research question, a description of your research method (case study, interviews/questionnaires, research setting), and a list of potential literature.

In addition, your team is expected to provide both a final, written report and to make a formal presentation to the class on selected days.

The written report and the presentation will be equally weighted in assigning the grade for this project.

Simulation:

Each team will participate in the Pepperdine simulation. This involves several activities: Class discussions on particular parts; preparation of a team strategic plan prior to the simulation weekend; participation as a team member in the simulation; and individual completion and submittal of a simulation post mortem of no more than 2-3 pages, including team evaluations.

The final plan is due at the beginning of the simulation weekend. The plan should contain the items specified in the handout and should be approximately ten pages in length, not including attachments.

Other:

A Note on E-mail and E-mail Addresses. I will communicate with you often via email. If there is a change in your email address, please be sure you take responsibility and alert others. Email is the easiest way to contact me if you have questions, comments, or problems with the material. I will also be available to you, especially before each class.

The importance of class and group participation cannot be overemphasized. But it is important also to understand that the quality of the contribution is as important as the quantity of participation.

The quality of the contribution will be improved with adequate preparation for each discussion, discussions of issues and principles with classmates, broad participation in class, and the attitude that you are espousing and defending a position or point of view and not yourself as an individual.

You have all established our credentials for participating in this course.

“Do or do not, there is no try.” Yoda

(little green sage from Star Wars)

Ethics:

As a Christian, values-based university, our course content and discussions will include relevant issues concerning ethical business practices. The purpose is to help prepare you with critical thinking skills as it relates to ethics and ethical issues.

Conduct & Policy on Disabilities:

GSBM students are expected to respect and honor the rights and property of others at all times. The University rules on conduct can be found in the GSBM Catalog. Please check the catalogue index under "Conduct" for the page numbers. Additionally, students with disabilities are encouraged to familiarize themselves with the University's policies in the GSBM Catalog (under "Disabled Student Assistance") or contact the University's equal opportunity officer at (310) 506-6500.

"Great things are not done by impulse, but by a series of small things brought together."

Vincent van Gogh (1853-1890) Dutch painter, first career: art salesman

"An idea can turn to dust or magic, depending on the talent that rubs against it."

William Bernbach, pioneer of modern advertising, No. 1 on Advertising Age's 20th century, honor roll of most influential people

About the Team Projects, Value, Time, Energy and Your Resources Hold the Answers:

When you start have the team discuss planning, assignments and responsibilities. Begin with value. The team projects combine what is in the notes, tests, readings and exercises. And you get to apply them to your project, with your creativity and energy.

- Think about the project and your team in terms of value.
- You can decide what the project and your team are worth to you.
- Your team creates value by combining time, energy and resources.
- No project can have value unless you give it time.
- I want the assignments to be learning, enjoyable assignments. But they can take time. A consistent effort pays off, rather than rushing at the end.
- Develop a timeline. I have given you a few important dates.
- Giving some time regularly is just as important as how much time you can give. You can generate a lot of value by devoting a few minutes extra a day.
- Energy plays a pivotal role in generating value. You need energy to maximize your time and develop resources.
- Generating value takes resources, and you have plenty of them at your disposal. These include your abilities; any and all information you can access; the Internet; the library; grocery managers and buyers; people that you know who can help; organizations and institutions---for example, a trade association, and more.

Combine these three elements to equal value.

Value = Time X Energy X Resources

The most important clues that I can give you are:

1. Plan. Answer the question early "what is needed."
2. Put things in writing. It helps so that everyone on a team is in agreement.
3. Use what you are learning.
4. Remember my "funnel". Start with analyzing the marketplace, the external factors, target market, competition, etc.
5. Rehearse the presentations.

6. Prepare the assignment and the deliverables as you go.
7. And work together.

“Luck is preparation meeting opportunity. “

Additional notes:

- I want our class and your presentations to be an enjoyable, learning experience.
- I am here to help you understand business strategies, communication and entertainment companies.
- If you have any questions, please ask them, in class, in case another team or individual needs this information.
- On many occasions and especially before class, I’m available to answer your questions.

Good Luck. Let’s have a great trimester.

"I am still learning."

Michelangelo (1475-1564), Italian sculptor, painter, architect and poet

Preparing, Evaluating and Presenting a Case (Another look):

- A key benefit in using cases as part of the class is a richer understanding of the issues and concepts.
- We will have specific teams and cases. They will present their analysis.
- Before the group tries to solve a problem, they need to be sure what the problem is. I recommend reading and outlining the cases. Read the cases more than once. The first time gives you an overall awareness and subsequent readings give you more answers and a better understanding of the relationships.
- The group first identifies the apparent issues, and then evaluates facts and feelings about these concepts. You can use the web for more analysis, but the case, at the time of the publishing, is most important to our discussion. Additional updates may be brought up at the end.

Business Source Premier: A Note on Case Analysis

My experience with case analyses in management courses suggests that more innovative resolutions for the significant case issues result when this logic is followed in the analysis:

issues - (problems, questions, decisions which must be made)

first issue

second issue

third issue

analysis

factors affecting first issue

alternative resolution A for first issue

alternative resolution B for first issue

alternative resolution C for first issue

factors affecting second issue

alternative resolution A for second issue

alternative resolution B for second issue

alternative resolution C for second issue

alternative resolution D for second issue

factors affecting third issue

alternative resolution A for third issue
alternative resolution B for third issue
alternative resolution C for third issue

recommendations

recommended alternative to resolve first issue (A, B, or C)

why that alternative is the best

how you would implement that alternative

recommended alternative to resolve second issue (A, B, C, or D)

why that alternative is the best

how you would implement that alternative

recommended alternative to resolve third issue (A, B, or C)

why that alternative is the best

how you would implement that alternative.

Notes: alternatives are usually mutually exclusive

occasionally, the same alternative may be used for more than one issue

alternatives based on strategic choices illustrated in the text may be good options.

- Brainstorm with your team about problems and opportunities. I like the SWOT analysis discussed in the book. The overall evaluation of a company's Strengths, Weaknesses, Opportunities and Threats. Remember that there is both an analyses of the internal and external environments.
 - What principles and concepts are involved?
 - What has happened? (brief, since everyone will read the case)
 - When did it happen? (brief)
 - Who was involved? (brief)
 - Factors involved?
 - What might have happened and did not happen?
 - What opportunities—short-term/long-term?
- Develop an action plan. Actions involve Specifics, Costs, Scope (how extensive), Measurement and Timing. How doable is your action plan based on accounting, financial, organization, global, marketing principles, the marketplace, competition, management, budgets, resources, timing?
- Bring into discussion the readings, lectures, notes and principles we discussing.
- In the action plan, will the recommendations contribute to the overall success of the unit? What are the possibilities of getting started? What are the possibilities of getting results?
- Goals/Actions/Results need to be SMART--- specific, measurable/action-oriented/realistic and tangible. No, you cannot just fire the C.F.O., the advertising agency or the president!
- After the team introduction, the questions in the class packet will be answered. I will also select students randomly; everyone needs to be prepared. If you don't read the case you are hurting yourself, and may not really understand the major and minor issues.
- I expect that everyone is prepared and will be involved in the discussion. I may ask a few questions which are not in the packet. Preparation is more important than the right answer.
- The presenting group should only present highlights in the introduction of the case. Please rehearse and time yourselves.

"Look at a day when you are supremely satisfied at the end. It's not a day when you lounge around doing nothing; it's when you've had everything to do, and you've done it."

Margaret Thatcher, first woman in European history to be elected prime minister

Larry Steven Londre

Name _____

Dear Teams:

As I mentioned in my syllabus and have mentioned in class a couple of times, you will help in the evaluations and grading of the other team members. Your help is a percentage of the final grade, and your evaluation assists in keeping everyone's interest and cooperation.

Please give me your input on:

Question

Would you grade everyone equally in their preparation and cooperation during the team project, including all steps?

If yes, please circle "yes".

If you would not answer "yes", please add each team member's name. Make it readable and put in alphabetical order. Then write a number between 0 (poor) to 20 (excellent), with an average of 20 for all members. If you give one person more points, you must give someone less. Remember to be fair. There's room for additional input or explanation. If everyone is evaluated equally then just add a note----"YES", after putting down team and all members.

	Number for Team Project
Member A _____ (your name)	-----
Member B _____ (in alpha order)	_____
Member C _____	_____
Member D _____	_____
Member E _____	_____
Member F _____	_____
	Total

(# of teammates X 20; if you have six total, then it's five times 20 or 100 points; please don't evaluate yourself.)
Yes, you do NOT evaluate YOURSELF. So, six (6) members minus one team member equal five (5). Five times twenty points equals 100 points. 100 points. If everyone was equal 20, 20, 20, 20, and 20.

If one person did a little more and one person did a little less then 25, 15, 20, 20, 20, which equals 100 points.

Team Number _____ (add team letter/number)

Any additional
comments

I am looking for input.

Please hand me confidentially this form before class or after the break of the next class.

Again, this is only a tool to help all of us have a great class. You can also give me your feedback on any subject.

Thank you

659--Personal Fact Sheet

- This data sheet will help me tailor the class to fit your specific and the overall needs of the class. Please make the info readable. I will need a hard copy.
- Please complete and give me a copy within three business days of reading this syllabus, (you will get extra credit). Also, please bring a copy of this sheet to the first class.
- Send it to Larry S. Londre, Londre Marketing Consultants,
11072 Cashmere Street, Second Floor, Los Angeles, CA 90049 Thank you.

Please Print Clearly

Name: _____

Address: _____

Phones: _____ work _____ home

_____ E-mail (If this changes, please alert me. It is your responsibility.)

_____ work fax _____ home fax

Employer: _____ Title: _____

Business Specialty/ Occupation: _____

Which industries and companies have you worked in and for?

Or plan to work in? _____

What would you like to get out of our Class?

What type of business, strategies--- accounting, finance, marketing, production, human resources, or information systems experiences have you had (it's OK to say very little; that is why I'm here); we will cover dozens of topics--from major to minor topics to prepare you for the challenges facing every company)?

Have you had any related classes (Undergraduate and Graduate)? Which ones?

What are three interesting things about you that I can share with the class?

_____ dataform