

GEORGETOWN UNIVERSITY
CENTER FOR PROFESSIONAL DEVELOPMENT
BUSINESS ADMINISTRATION CERTIFICATE PROGRAM

SYLLABUS

BUSINESS POLICY

SPRING 2008

Classroom: Healy 105

Course Number: XCPD-035-01

Professor's Name: Dr. Douglas M. McCabe, (Ph.D., Cornell University)
Professor of Management
Georgetown University

Office: Old North, 315

Office Telephone: (202) 687-3778

Home Telephone: (301) 340-9386 (Potomac, Maryland).
Please do not hesitate to call me if you need help.

Office Hours: Before and after class; and by appointment.

Time: 6:00 p.m. – 9:00 p.m. Friday evenings
9:00 a.m. – 4:00 p.m. Saturdays

E-mail: mccabed@georgetown.edu

Course (Catalog) Description: This course is a “capstone” seminar in general management and can be only taken upon successful completion of the five preceding courses. The knowledge, theories, skills, and techniques derived from all previous courses will be integrated. Analysis and diagnosis of business problems will be applied in order to formulate strategies, tactics, plans, and policies for the improvement of organizational performance. Accomplished through practice in rational and responsible decision-making processes, the course will develop a well-defined approach to solving the technical, economic, and human problems of management.

REQUIRED TEXTBOOKS:

Paperback

O.C. Ferrell and Geoffrey Hirt. Business: A Changing World. Sixth Edition. McGraw-Hill Irwin, 2008. ISBN 978-0-07-351166-5.

POLICY ON CLASS PARTICIPATION: Seminar participants must come to class completely and thoroughly prepared. Seminar participants are expected to have studied meticulously and fastidiously (as opposed to a mere cursory reading while strolling across campus or during the week while at work) the required scheduled readings and cases prior to class since meaningful and analytical class participation is expected of all seminar participants.

The success of this class depends on students coming to class prepared to discuss the topics, concepts, and theories so that informed questions can be posed and responses provided. Class contribution includes, but is not limited to:

- (1) providing recapitulations and summaries;
- (2) making observations that integrate concepts and discussions;
- (3) citing relevant personal examples;
- (4) asking key questions that lead to revealing discussions;
- (5) engaging in devil's advocacy;
- (6) disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice;
- (7) presenting one of his/her thought items to the class;
- (8) working with others to come to a common understanding of topics -- in and out of the classroom;
- (9) offering a different and unique, but relevant insight into the issue;
- (10) moving the discussion forward with a concrete example to generate a deeper, richer appreciation of the conceptual issue; and
- (11) transcending the "I feel" syndrome, meaning your comment is embedded in some conceptual or experiential framework.

Remember, it is the quality not the quantity of your class contribution that matters. Students are expected to attend class and to contribute to class discussions on a regular basis.

POLICY ON PEDAGOGICAL TECHNIQUES: Since the professor utilizes case studies, management simulations, the Socratic method, and other forms of participation-interaction as learning techniques during classroom time, it is imperative that the seminar participant come to class properly and completely prepared.

It is the professor's professional educational opinion that exclusive reliance on the lecture method is an improper and inefficient teaching tool, especially in a professional development program, such as business administration. Furthermore, the lecture method per se does nothing during precious classroom time to help form potential managers and executives and to simulate the pressurized conditions that one will be facing in private, public, federal, or international sector situations.

On the other hand, all of the teaching techniques mentioned above when blended together in judicious amounts tend to sharpen and harden seminar participants' management ability and executive prowess. Under the combination-of-techniques approach, seminar participants will tend to exhibit care and thoroughness in research and analysis, reason clearly from available data and take into account inadequacies of data, show some creativity and imagination in considering alternatives, and express themselves in an articulate and lucid way. Perhaps because management is concerned so much with industrial jurisprudence, there should be a premium in teaching management courses on clarity of reasoning, sober judgment, and written and oral expression that eliminates ambiguity to the extent possible. In his or her professional capacity, management professors must impart technique which essentially involves the arts of research, clear analytical thinking, and careful articulation (both oral and written).

In Socratic method teaching, the professor asks a series of questions about the facts and reasoning of particular decisions, and thereby probes and explores the conflicting policy values of controversies by question after question. It is an interesting teaching approach.

Seminar participants are not only involved in the sense that they engage occasionally in a give-and-take with the professor (a fun bantering), but because intellectual possibilities are mainly indicated through questioning, and the class must reason along with the professor rather than simply copying down what he has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating alternatives and balancing values.

Under the case study method, seminar participants are given a set of materials to read -- fact situations, research data, and secondary and primary source materials -- and also a set of concrete problems to consider. Some professors (including this one) assign seminar participants in advance to roles. The professor plays the role of an activist -- commenting on the way the arguments were presented, offering two- or three-minute digressions, and frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable. Most importantly, the class gets the benefit in classroom discussion of considered judgments.

In a typical case discussion, the instructor will ask one group of students to "open" the class by professionally presenting their interpretation of the situation and answering specific questions. These presentations will usually deal with a decision central to the case, and the rationale behind the decision. Afterwards, the discussion will be open to the rest of the class, aiming to build a complete analysis of the situation and address the general problems and issues in the case. In the open discussion, students will be called upon to critique, play devil's advocate, or present alternative options to those expressed in the opening. Clearly, prior preparation is therefore required from *every* student in order to thoroughly explore the case at hand. The instructor acts as a moderator of the class discussion, drawing the session to a conclusion with a summary of the points which have emerged. This approach develops a process of thinking which enhances broad perspective thinking and decision-making capabilities. Communication skills are also refined. The emphasis in discussions is on the formulation of effective, efficient and ethical management programs.

No pedagogical system is absolutely perfect, and changes will continue to occur. At least in professional development program teaching, reconsideration of the relative values of different approaches (especially the lecture method) is a welcome development.

Lastly, you must come to understand and fully appreciate the role of basic management research as a requisite diagnostic step toward improved Business Policy and Strategic Management, particularly the promotion of corporate and employee justice.

"LOVE OF WISDOM THE GUIDE OF LIFE."

-- THE MOTTO OF PHI BETA KAPPA

POLICY ON CLASS ATTENDANCE: Class attendance is required.

POLICY ON INTENSITY OF LEARNING: The syllabus assignments represent, in my professional educational opinion, a tremendously high level of learning activity. I believe that it would be unprofessional on my part and misleading to you professionally to demand less than the level of learning outlined in the syllabus.

POLICY ON THE PROFESSOR'S EDUCATIONAL PHILOSOPHY: The purpose of the professor is to serve the seminar participant by aiding the seminar participant in maximizing his or her educational investment at Georgetown University's Center for Professional Development. This

purpose is accomplished by the professor conducting a challenging and substantive course which demands exacting scholarship. To do less would be to deprive the seminar participant of a top-notch education by failing to aid the seminar participant in achieving the highest pinnacle of academic and professional attainment.

NOTE WELL: I am committed to the goal of giving you the best possible Professional Development Program Course in Business Policy and Strategic Management offered in the country. We can achieve that goal through mutually-sustained hard work.

Furthermore, the seminar participant is urged to discourse with the professor before and after class and by appointment. My door is always open to you and your problems.

NOTE WELL: The seminar participant is responsible for mastering the professional body of Business Policy knowledge presented in the readings, lectures, class discussions, and in all the other forms of pedagogical techniques.

NOTE WELL: While this syllabus accurately reflects course plans as the spring semester begins, it is possible that changes will be made for educationally-related reasons. These changes will be the sole prerogative of the professor.

MANAGEMENT DEVELOPMENT VIGNETTES: Selected management development video case studies in Business Policy and Strategic Management will be shown where appropriate.

NOTE WELL: All case studies at the end of each chapter must be read prior to class.

NOTE WELL: *The textbook must be brought to every class session unless indicated otherwise by the instructor. Failure to do so could lead to a lowering of the class participation grade by the instructor.*

NOTE WELL: *No cell phones, BlackBerry devices, or other means of electronic communication are allowed during class. Violation of this rule could lead to a lowering of the class participation grade by the instructor. Furthermore, they must be turned completely off prior to entering the classroom.*

SCHEDULE OF ASSIGNMENTS

Friday evening

PART I: INTRODUCTION AND OVERVIEW

Introductory Lecture

Chapter 1, “The Dynamics of Business and Economics”

Vignette: “No Strings Attached.”

Vignette: “A Matter of Judgement: Conflicts of Interest in the Workplace”

PART II: SUBSTANTIVE BODY OF PROFESSIONAL KNOWLEDGE: CORPORATE BUSINESS POLICY AND STRATEGIC MANAGEMENT

Ethical Business Policy and Strategy

Chapter 2, “Business Ethics and Social Responsibility”

Appendix A, “The Legal and Regulatory Environment”

International Business Policy and Strategy

Chapter 3, “Business in a Borderless World”

Vignette: “Beyond Borders: Ethics in International Business”

Vignette: “Going Global: The Expatriate Experience”

Simulation: “The Mexican Venture” (In-Class Handout)

Simulation: “Granite Corporation in Costa Rica” (In-Class Handout)

In-Class Handout: “Employee Voice”

Saturday

Labor Policy and Strategy

Vignette: “Working With Japan: Negotiating”

Chapter 11, read only pp. 325-328, “Managing Unionized Employees”

In-Class Handout: “Labor Relations in a Global Context”

Vignette: “Fox News” or “UPS Strike”

Simulation: “Southern Electric”

Human Resource Policy and Strategy

Major Lecture: “Employee Voice and Organizational Due Process”

Chapter 11, “Managing Human Resources”

Chapter 7, “The Nature of Management”

Chapter 8, “Organization, Teamwork, and Communication”

Chapter 10, “Motivating the Workforce”

Vignette: “Auditing Your Employment Practices”

Small Business Policy and Strategy

Chapter 5, “Options for Organizing Business”

Chapter 6, “Small Business, Entrepreneurship, and Franchising”

“Guidelines for the Development of the Business Plan,” pp. 33.

Business Plan Assignment/Project

Friday eveningMarketing Policy and Strategy

Class Competition: Business Plans
 Chapter 12, "Customer-Driven Marketing"
 Chapter 13, "Dimensions of Marketing Strategy"
 Vignette: "Buying Trouble: Ethics Issues in Purchasing"
 Vignette: "Marketplace Ethics: Issues in Sales and Marketing"
 Vignette: "Tough Decisions: Ethics Issues In Government Contracting" (A)
 Vignette: "Tough Decisions: Ethics Issues In Government Contracting" (B)
 Vignette: "Marketing Integrity: Ethics Issues for Government Contractors"
 Simulation: "Jordan Electronics Company"
 Vignette: "The Sluggers Come Home"

SaturdayFinancial Policy and Strategy

Chapter 14, "Accounting and Financial Statements"
 Chapter 15, "Money and the Financial System"
 Chapter 16, "Financial Management and Securities Markets"
 Vignette: "It's Up To You: A Management Accountant's Decision"
 Simulation: "Island Cruise"
 Appendix C, "Personal Financial Planning"
 Appendix B, "Personal Career Plan"
 Closing Lecture
 Class Photo

PART III: CONCLUSION

Professional Certification Examination -- "Business Policy and Strategic Management" --
 REQUIRED of ALL Seminar Participants on Saturday afternoon.