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COURSE INFORMATION Tuesdays from 10:30 to 11:45 am in Hicks Library G980D
 Thursdays from 9:00 to 10:15 am (Grissom 118) **OR** 10:30 to 11:45 am (Grissom 102)

REQUIRED MATERIALS: **Textbook:** No text is required, but *Crafting & Executing Strategy* by Thompson, Strickland, and Gamble is an excellent resource.

Subscriptions:

A subscription to the *Wall Street Journal* is required. The student rate is \$15 for the semester.

A subscription to Harvard Business Publishing coursepack is required. Students must use this unique link to access this coursepack at the discounted student rate of \$37.98: <http://cb.hbsp.harvard.edu/cbmp/access/51346775>

A subscription to *Foundation: The Business Simulation* is required for \$53.99.

COURSE DESCRIPTION: AGE430 is a comprehensive course in business planning and strategy for future agribusiness and food firm managers. The course focuses on development of viable business strategies in the context of the firm's market and its internal situation. Case studies are used extensively to document management dilemmas of agribusiness firms, ranging from those providing inputs to agricultural producers to firms involved in the retail distribution of food. Also, students play a comprehensive management simulation game, making all key decisions in the simulated business as they compete for sales and profit.

GOAL AND OBJECTIVES

The goal of this course is to provide you with frameworks for integrating previous coursework in marketing, economics, accounting, finance, human resource management, farm management, and production/operations management.

After completing the course, students will be able to

1. Elaborate on the interaction between the marketing, finance, operations, and human resource dimensions of the food, agribusiness, and other firms;
2. Assess how current, critical issues affect food and agribusiness firms;
3. Think strategically about business decisions;
4. Use problem solving and decision making skills to analyze business dilemmas;
5. Communicate persuasively in oral and written form a perspective regarding a business dilemma in food and agribusiness.

GRADES

Grades are determined by performance in the following areas with the associated weights:

Item	Weight
Simulation Board of Directors Presentations (2 worth 100 points each)	200
Simulation Written Assignments (3 worth 40 points each; 1 worth 80 points)	200
Case Study Team Presentation	100
Case Study Written Assignments (2 worth 50 points each)	100
Contemporary Business Books Trade Show Booth	200
In Class Activities	200
Total	1000

Course grades will be awarded according to the following scale:

930 or better	A	730 to 769	C
900 to 929	A-	700 to 729	C-
870 to 899	B+	670 to 699	D+
830 to 869	B	630 to 669	D
800 to 829	B-	600 to 629	D-
770 to 799	C+	Less than 600	F

We reserve the right to revise the thresholds downward if appropriate.

SIMULATION BOARD OF DIRECTORS PRESENTATIONS

As part of the online simulation at www.capsim.com, you will present your planned business strategy early in the semester to the instructors only. This plan should incorporate lessons learned from the practice rounds of the simulation. You will present your cumulative results at the end of the semester. This will be a team presentation and all team members will receive the same grade. A rubric will be provided with more detail regarding expectations.

SIMULATION WRITTEN ASSIGNMENTS

As part of the online simulation at www.capsim.com, you will share drafts of your strategy in the areas of Mission, Vision, Values; Marketing and Research & Development; and Operations and Finance. You will also have a final strategic plan and final assessment of your cumulative performance. This will be a team effort and all team members will receive the same grade. Rubrics will be provided with more detail regarding expectations.

CASE STUDY TEAM PRESENTATION

Of the four cases discussed in class, you will choose one to present as a team. You may select your case study beginning the first day of class. You will present your analysis to the entire class. This will be a team presentation and all team members will receive the same grade. A rubric will be provided with more detail regarding expectations.

CASE STUDY WRITTEN ASSIGNMENTS

For the three other case studies, you will be expected to submit a written analysis. You must turn in a quality analysis for all three case studies; the highest two scores will count. This is an individual effort. A rubric will be provided with more detail regarding expectations.

CONTEMPORARY BUSINESS BOOKS TRADE SHOW BOOTH

During the course of the semester you should read a contemporary business book of your choosing (a suggested list will be provided). You will use your creativity to create a visual presentation to share your important findings with your classmates. One class period you will share your visual. In another you will assess other visuals. A rubric will be provided with more detail regarding expectations.

IN CLASS ACTIVITIES


Students are expected to be actively engaged in every meeting of this class. You will need to read material before you come to class. To ensure that you have read the material, short quizzes will be given. You will need to complete assignments before you come to class. During some days, active involvement means enhancing the dialogue through thoughtful questions and observations. During other days, active involvement means participating fully in the in-class simulations. Finally, during some days active involvement means asking thoughtful questions of your peers regarding their analysis of a case study.

A note on attendance

Students are expected to be present for every meeting of this class. Since many of you have numerous activities during the semester, you are permitted two excused absences for any reason. (Note: these two excused absences include any university club, course, or other activities). For any absence over two, you are required to submit a 2-page written analysis of the readings and discussion on the day of your absence. This report is due within a week of your absence.

ACADEMIC HONESTY

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

 We want you to use the full set of resources available to you including the internet. That said, **cutting and pasting from the internet is never acceptable in this course**. The goal is to assess your expertise in the material, not your ability to Google an answer.

Missed or Late Work

Late work is never acceptable in this class.

Razor Blades

If you are a young man that is tired of overpaying for razor blades, follow this link: <http://www.dollarhaveclub.com/michaelgunderson>. You won't regret it.

If you are a young woman that is tired of overpaying for razor blades, I am sorry I am not aware of a similar website for women. Business opportunity perhaps?

Use of Copyrighted Materials

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes,

either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

Grief Absence Policy for Students

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Students with Disabilities

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (<http://www.purdue.edu/drc>) of an impairment/condition that may require accommodations and/or classroom modifications.

Nondiscrimination

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in [Executive Memorandum No. D-1](#), which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

EMERGENCY PREPAREDNESS

Emergency notification procedures are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

Indoor Fire Alarms mean to stop class or research and immediately **evacuate** the building. Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building. “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

**In both cases, you should seek additional clarifying information by all means possible...Purdue Home page, email alert, TV, radio, etc...review the Purdue Emergency Warning Notification System multi-communication layers at http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html*

Emergency Response Procedures:

Review the **Emergency Procedures Guidelines**

https://www.purdue.edu/emergency_preparedness/flipchart/index.html

Review the **Building Emergency Plan** (available from the building deputy) for: evacuation routes, exit points, and emergency assembly area

- when and how to evacuate the building.
- shelter in place procedures and locations
- additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

"Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website)

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:

http://www.purdue.edu/emergency_preparedness

TENTATIVE SCHEDULE

Please note that the schedule is tentative and subject to change. Please double check Blackboard Learn for due dates. Final due dates for projects and assignments is according to Blackboard Learn and Capsim Website; not this tentative schedule.

Day of Week	Date	Class Topic	Class Activity	Readings before Coming to Class	Assignment Due at the Start of Class‡
Tues	23-Aug	Strategy Development	Introductions	Why Agribusiness Anyway?† (Sonka and Hudson) What is Strategy?* (Porter)	
Thurs	25-Aug	Mission and Vision	Introduction to Capsim	Capsim Foundation Guide: Chapters 1 and 2 Building Your Company's Vision* (Collins and Porras)	Capsim - registration
Tues	30-Aug	Strategy Development	Debrief Capsim Rehearsal	Can You Say What Your Strategy Is?† (Collis and Rukstad) Ch. 5: Business-Level Strategy† (D, L, and E)	Capsim Individual Assignment
Thurs	1-Sep	Strategy Development	Discuss Customer Value in Capsim	Capsim Foundation Guide: Chapters 3 and 4 Reinventing Your Business Model* (J, C, and K)	Capsim - Practice Round 1 Draft Mission, Values, and Vision
Tues	6-Sep	Strategy Execution	Setting Goals with the Balanced Score Card	Using the Balanced Scorecard...* (Kaplan and Norton) Who Has the D?*(Rogers and Blenko)	
Thurs	8-Sep	Teamwork and Leadership	Guest Speaker – David Widmar	MBTI Analysis (must complete online forms by Aug 31)	Capsim - Practice Round 2 Draft Marketing and Research Plan
Tues	13-Sep	Strategy Execution	Debrief Capsim Practice Results	Capsim Foundation Guide: Chapters 5 and 6 Turning Great Strategy into Great Performance* (Mankins and Steele)	
Thurs	15-Sep	Strategy Execution	Finance	AGEC 424 Notes Starbucks Corp: A Financial Analysis* (Hevert)	Capsim - Practice Round 3 Draft Financial and Production Plan
Tues	20-Sep	Oral and Written Communication	-----Board of Directors Meetings to be Scheduled Outside of Class Time-----		
Thurs	22-Sep	Oral and Written Communication			
Tues	27-Sep	External Environment	Debrief BOD Meetings The Economics of 5 Forces	The 5 Competitive Forces That Shape Strategy* (Porter) The Five Forces: Competing for Profits* (Magretta)	
Thurs	29-Sep	External Environment	Porter's 5 Forces for Production Agriculture Activity	Chapter 8: Industry Analysis (Besanko)	Written Strategic Plan Capsim - Round 1

Readings with an asterisk (*) are in the Harvard Business Review Course Pack, many of them in *HBR's 10 Must Reads on Strategy*

Readings with a dagger (†) are available on Blackboard

‡Deliverable Due Dates are established on Blackboard or Capsim - they are not all due on Thursday

Days in gold with a guest speaker demand business casual or better attire

Day of Week	Date	Class Topic	Class Activity	Readings before Coming to Class	Assignment Due at the Start of Class‡	
Tues	4-Oct	External Environment	Customers, Competitors, and Markets define Key Success Factors	Blue Ocean Strategy* (Kim and Mauborgne) Ch. 3 excerpt Key Success Factors† (Grant)		
Thurs	6-Oct	Oral and Written Communication	Presentations	Whole Foods Case Study	Whole Foods Case Memo/Presentation Capsim - Round 2	
Tues	11-Oct	Fall Break				
Thurs	13-Oct	External Environment	Whole Foods Debrief - Donna Every			
Tues	18-Oct	Internal Resources and Competitive Position	KSF and Core Competencies	Competing on Resources† (Collis and Montgomery) The Profitable Core* (Zook and Allen)		
Thurs	20-Oct	Internal Resources and Competitive Position	Whole Foods weighted KSF and CCs Assessment		Capsim - Round 3	
Tues	25-Oct	Adjacencies to the Core	Adjacencies	Tailoring to Fit Specific Industry Situations† (T,S, and G) Growth from Outside the Core† (Zook and Allen)		
Thurs	27-Oct	Oral and Written Communication	Presentations	JBS United Case	JBS United Case Memo/Presentation Capsim - Round 4	
Tues	1-Nov	Internal Resources and Competitive Position	JBS United Debrief - Steve Biddle			
Thurs	3-Nov	Adjacencies to the Core	Identifying Adjacencies in Internship Companies	Tailoring to Fit Specific Industry Situations† (T,S, and G) Growth from Outside the Core† (Zook and Allen)	Capsim - Round 5	
Tues	8-Nov	Talent Management in Agribusiness	Old Master			
Thurs	10-Nov	Oral and Written Communication	Presentations	BASF Case	BASF Case Memo/Presentation Capsim - Round 6	

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Day of Week	Date	Class Topic	Class Activity	Readings before Coming to Class	Assignment Due at the Start of Class†
Tues	15-Nov	Adjacencies to the Core	BASF Debrief - Brady Spangenberg		
Thurs	17-Nov	Talent Management in Agribusiness	Relating Principles to Future Jobs	6 Principles of Effective Global Talent Mgmt* (Stahl, et al) Secrets to Successful Strategy Execution* (Neilson, et al)	Capsim - Round 7
Tues	22-Nov	Talent Management in Agribusiness	Work Day		
Thurs	24-Nov	Thanksgiving Break			Capsim - Round 8
Tues	29-Nov	Oral and Written Communication	Contemporary Business Books Trade Show		Trade Show Booth
Thurs	1-Dec	Oral and Written Communication	Presentations	Novartis Case Study	Novartis Case Memo/Presentation
Tues	6-Dec	Oral and Written Communication	-----Board of Directors Meetings to be Scheduled Outside of Class Time-----		
Thurs	8-Dec	Talent Management in Agribusiness	StarPower Simulation Awards and Recognition		

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