

## CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

*Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice.*

**Course:** BUS 499, Capstone: Global Strategic Simulation, Section 1, #1621

**Time/Location:** Manzanita Hall 1142, MW 12:00pm – 1:15pm

**Instructor:** Jeffrey D. Stone, Ph.D.

**Contact:** (805) 660-8483 (mobile and text); email: Jeffrey.Stone@csuci.edu

**Office Hours:** Wednesday 11:00am to 12:00pm and by appointment, Sage Hall.

**Required Texts:** Dess, H; Gregory G.; Lumpkin, G. T. and Alan B. Eisner. Strategic Management: Text and Cases, 5th Ed. Boston: McGraw-Hill Irwin, 2010: ISBN 978-0-07-353041-3  
The Business Strategy Game: A Global Simulation, 2010 Edition. <http://www.bsg-online.com>

In addition to the regular readings assigned in this course, you are highly encouraged to keep abreast of current events in business and economics by reading at least one of the following materials on a regular basis: *Wall Street Journal*, *Business Week*, *Fortune*, *The Economist*.

**Course Overview:** This is a required upper division course for the Bachelor of Science in Business. The course is a culminating experience for business a major that attempts to integrate all previous business related material. Students are required to develop comprehensive approaches to business situations. Students analyze cases and create their own businesses via an intensive simulation experience. It is essential for students to understand the interrelated nature of all business disciplines. Also, through intensive group activities, students gain an appreciation of working with others in stressful circumstances.

**Learning Objectives:** Students who successfully complete this course will be able to make and implement business decisions via a simulation exercise produce analyses and present analyses orally and in writing to their peers and to a larger audience create effective business plans and clearly describe strategies, goal and objectives summarize orally and in writing the performance of businesses demonstrate skills to work with peers in small groups to produce timely decisions and excellent oral and written reports

**Course Topics:** Using a simulation game and business case analysis, the course demonstrates the integration of accounting, finance, economics, marketing, production, quantitative analysis and human resource management. As a major focus of the course, students work in Teams to identify and resolve problems, and implement plans.

The course uses a computer simulation Management Game to provide students with an experience in business-decision making under uncertainty. Students develop and implement strategies to operate an ongoing firm in an international environment. Each firm competes in a consumer goods industry against several other firms. Students are responsible for decisions related to product price, quality, production, aggregate planning, marketing and financing. Students are expected to use knowledge gained in the business core courses and to apply the

appropriate techniques and tools. Students will be dealing with issues related to (but not limited to) the following:

Accounting: Application and interpretation of accounting data. Financial Ratio analysis, financial statements, and financial planning.

Marketing: Product line management, strategies of promotion, advertising and pricing, and analysis of the marketing environment.

Operations Management: Aggregate production planning and production standards for quality, cost and quantity control.

Economics & Statistics: Statistical analysis and quantitative models including forecasting methods, and the economic environment.

Management: Planning, organization, motivation, and communication.

Information Systems: Forecasting and financial simulation models.

**Assignments:** Students are expected to complete the weekly assignments before the beginning of the next class meeting. This point is essential, because much of the discussion in each class will be based upon the concepts presented in the assignments.

**Grading Scale:**

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
< 60	= No Pass

<b>Grading:</b>	Business Strategy Game	25%
	Final Presentation	5%
	In-class exams from textbook and lecture (2 at 10% each)	20%
	Written Case Briefs (3 at 5% each)	15%
	Written Case Analysis/Update (Accounting and Finance)	10%
	Global Economics Research Paper (due last day of class)	10%
	Attendance/Participation/Instructor Evaluation	10%
	Chapter/Case Quizzes	5%
	Total	100%

No Plus/Minus grading will be used in this course.

There are no extra credit assignments.

**Grading Criteria:** Students will be graded on the coherent organization of thought, knowledge level, clarity, conciseness, and style of expression, willingness to express views and degree of preparedness. Students are graded on achievement, rather than effort. It is the responsibility of each student to come to class prepared.

Presentations and papers will be graded on the following criteria:

Content	70%
Format and Presentation	15%
Style, Grammar and Usage	15%
Total	100%

All documents are to be typed, spell-checked and grammar-checked and conform to either APA Standard (American Psychological Association, 2001: Publication Manual of the American Psychological Association) or MLA Style Sheet standard. There is a considerable number of MLA Style Sheet guidelines on the internet.

### **Business Strategy Game (25% of course grade)**

In the Business Strategy Game (BSG), class members are divided into teams and assigned to run an athletic footwear company in head-to-head competition against companies run by other class members. Companies compete in a global market arena, selling branded and private-label athletic footwear in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America.

The BSG allows students to apply previously learned concepts, skills and techniques in an international competitive and goal-oriented environment. Successful management of a firm requires a balanced emphasis among all functional areas. The game is a dynamic-interactive simulation. The effectiveness of team decisions rests both on the theoretical correctness of each simulated yearly decision and on the competitive decisions of other teams.

The Game website is at: <http://www.bsg-online.com>.

<b>BSG Grading</b>	<b>Weight</b>
Quiz 1 Score (online)	3%
Quiz 2 Score (online)	7%
3-year Strategic Plan (2 plans, online, each 10%)	20%
Game Score	70%
	-----
	Total 100%

### **Final Presentation (5%)**

The final presentation is a summary of each team's performance on the Business Strategy Game. The content of the presentation includes a description of your team's strategy and goals, implementation/execution of these goals during the game, changes made during the game in response to competitive forces, plans to continue your firm's future strategy and execution, and a retrospective look at lessons you learned in the game and what you would do differently if you were to play the game again.

### **Exams (20% of course grade)**

There are two exams that will consist of multiple-choice questions. The first exam will cover Chapters 1-4 and 13 of the textbook. The second exam will cover the remaining chapters. The exams will be non-cumulative.

### **Case Briefs (3 at 5%, for a total of 15% of course grade)**

In all business capstone courses, a significant goal for each student is to develop an ability to analyze business cases. This activity consists of (1) evaluating an organization's internal strengths and weaknesses, (2) identifying external opportunities and threats faced by the organization, (3) suggesting viable strategic and tactical moves open to the organization, and (4) recommending and justifying an implementation plan for the firm. A very important skill to develop is an ability to identify the key strategic issue that an organization must address to be successful in the future.

In this class, we will discuss nine cases. For each case discussion, you should prepare a case brief, the format of which will be provided in a separate document. In essence, a case brief provides a short analysis of an organization's internal and external environment, pinpoints the key strategic issue faced by the firm, and proposes and justifies the best course of action for the firm to address its key strategic issue. You will submit **three written case briefs** during the semester, the length of which should be between **two to three pages**, double-spaced typed. Briefs of less than two pages usually provide an insufficient analysis, while those longer than three pages usually contain too much detail.

### **Case Analysis (10%)**

You will perform a comprehensive analysis of the GM case in the textbook, with a specific accounting and financial analysis of its turnaround strategy during the time described in the case as well as events following the textbook case. The length the analysis should be between **ten and fifteen pages**, double-spaced typed. Detailed guidance on this case will be provided in a separate document.

### **Global Economic Research Paper (10%)**

This research paper will review the current global economic situation and outlook by region: Asia/Pacific, Latin and Central America, Europe, and North America. The length of the paper should be between **ten and twelve pages**. It must include footnotes and a complete bibliography of sources referenced. The paper is due at the time of the final exam. Detailed guidance on this paper will be provided in a separate document.

### **Attendance, Class Participation and Instructor Evaluation (10% of course grade)**

In a seminar class such as this, the success of the class, the enjoyment of each student, and the degree of material learned is highly dependent on classroom participation. To that end, attendance will be taken at the beginning of each class. Students who do not stay for the entire class session will be marked absent. Your preparation for class discussion will be considered, as well as the extent and quality of your contribution. If it appears that the class is not adequately prepared to discuss a case, the instructor may require that written case briefs be prepared and submitted prior to class.

On class days scheduled for case discussion, the instructor will select teams to present the case to the class and lead a class case discussion. Your ability to succinctly present the case and elicit class participation will be a component of your class participation grade.

### **Chapter Quizzes (5% of course grade)**

A ten-question quiz will be administered at the start of each class, at the discretion of the instructor. You will have ten minutes to complete the quiz, beginning when the instructor distributes the quiz, which will usually be promptly at the beginning of the class period (12:00pm). From the start of the quiz, you will have ten minutes to complete the quiz. There are no make-up quizzes.

### **Assessment of Learning**

The Martin V. Smith School of Business and Economics is dedicated to continuous assessment of student learning and success. In this class, the following objectives will be assessed:

Accounting – based on the GM case

Finance – based on the GM case

Economics – based on the Global Economics Research Paper

The grading criteria for these three areas are provided in a separate document.

### **Academic Honesty**

1. *Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.*
2. *Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.*
3. *Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.*
4. *The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.*
5. *Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."*
6. *The Academic Appeals Board shall consist of faculty and at least one student.*
7. *Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.*
8. *The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.*

### **Students With Disability**

*Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.*

## Business Strategy Game (BSG) Schedule

All decisions are to be submitted online by **11:59 pm** on the decision due dates. No exceptions will be allowed.

Week	Date	Assignments
3	Mon, 9/13	Review BSG info and form teams in class
3	Wed, 9/15	Submit Year 11 Practice Decision 1
4	Wed, 9/22	Submit Year 12 Practice Decision 2 Complete online individual Quiz 1
5	Wed, 9/29	Reset the Game. Begin Competition Submit Year 11 Decision
6	Wed, 10/6	Submit Year 12 Decision
7	Wed, 10/13	Submit Year 13 Decision
8	Wed, 10/20	Submit 3-year Strategic Plan for Y14-16 Submit Year 14 Decision Complete online individual Quiz 2
9	Wed, 10/27	Submit Year 15 Decision Interim peer evaluation available
10	Wed, 11/3	Submit Year 16 Decision Deadline to submit interim peer evaluation
11	Wed, 11/10	Submit 3-year Strategic Plan for Y17-19 Submit Year 17 Decision
12	Wed, 11/17	Submit Year 18 Decision
13	Wed, 11/24	Submit Year 19 Decision End-of-Game peer evaluation available
14	Wed, 12/1	Deadline to submit online End-of-Game peer evaluation form

## Class Schedule (subject to change during the semester)

Week	Date	Topic	Assignments
1	8/30	Introduction to Course	Read the BSG Student Guide (online)
	9/1	Ch. 1, Strategic Management	Read Ch. 1, No Quiz
2		NO CLASS – Labor Day	
	9/8	Case Analysis Methods Discuss the <i>Robin Hood</i> Case 1	Read Ch. 13 Quiz on Ch. 13 (financial ratios)
3	9/13	BSG Overview and Team Formation	Re-read the BSG Student Guide (online)
	9/15	Ch. 2, The External Environment	Read Ch. 2, Quiz on Ch. 2
4	9/20	Discuss the <i>Horror Show at the Cinemaplex</i> Case 31	Read Case 31
	9/22	Ch 3, The Internal Environment	Read Ch. 3, Quiz on Ch. 3
5	9/27	Discuss the <i>Pixar</i> Case 17	<b>Turn in</b> Case Brief for Case 17
	9/29	Ch 4, Intellectual Assets	Read Ch. 4, Quiz on Ch. 4
6	10/4	<b>Exam 1</b> covering Chapters 1-4, 13	
	10/6	BSG Strategic Planning	Bring Scantron to class
7	10/11	Ch. 5, Business Level Strategy	Read Ch. 5, Quiz on Ch. 5
	10/13	Discuss the <i>Apple, Inc.</i> Case 23	Read Case 23
8	10/18	Ch. 6, Corporate Level Strategy	Read Ch. 6, Quiz on Ch. 6
	10/20	Discuss the <i>One Ford</i> Case 36	<b>Turn in</b> Case Brief for Case 36
9	10/25	Ch. 7, International Strategy	Read Ch. 7, Quiz on Ch. 7
	10/27	International Economic Analysis	
10	11/1	Ch. 8, Entrepreneurial Strategy	Read Ch. 8, Quiz on Ch. 8
	11/3	Ch. 8, Competitive Dynamics	
11	11/8	<b>Exam 2</b> covering Chapters 5-8	Bring Scantron to class
	11/10	Discuss <i>Current Affairs</i> Case	<b>Turn in</b> <i>Current Affairs</i> Team Case Brief
12	11/15	Ch. 9, Control and Governance Discuss <i>Skeleton</i> Case 3	
	11/17	Discuss <i>General Motors</i> Case 34	<b>Turn in</b> <i>General Motors</i> Comprehensive Case Analysis
13	11/22	Ch. 11, Strategic Leadership	Read Ch. 11, Quiz on Ch. 11
	11/24	Discuss <i>Best-Laid Incentive Plans</i> Case 4	Read Case 4
14	11/29	Ch. 12, Managing Innovation	Read Ch. 12, Quiz on Ch. 12
	12/1	Discuss <i>Keurig Coffee</i> Case 29	Read Case 29

15	12/6	BSG Presentation Review	
	12/8	BSG Final Presentations	
16	12/13	1:00-3:00pm, BSG Final Presentations	<b>Turn in</b> Global Economic Research Paper