

# 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, as deemed appropriate by the instructor.*

**Course:** BUS 499, Capstone: Global Strategic Simulation, Section 1, #1344

**Time/Location:** Manzanita Hall 1101, 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:** Monday 11:00am to 12:00pm  
Wednesday 3:00pm to 4:00pm 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 will be able to:

1. Make and implement business decisions via a simulation exercise ( 1,5,6)
2. Produce analyses and present analyses orally and in writing to their peers and to a larger audience (1,2,3,5,6)
3. Create effective business plans and clearly describe strategies, goal and objectives (1,2,3,5,6)
4. Summarize orally and in writing the performance of businesses (2,3,5,6)

\*Aligns with Program Learning Goals for: 1) Critical thinking, 2) Oral communication, 3) Written Communication, 4) Conduct (Ethics), 5) Competencies in discipline, 6) Collaboration

**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 Components:</b>	Business Strategy Game	25%
	BSG Presentation	5%
	In-class exams from textbook and lecture (2 at 10% each)	20%
	Chapter/Case Quizzes	5%
	Written Case Briefs (3 at 5% each)	15%
	Accounting and Finance Comprehensive Case Analysis	10%
	Economics Comprehensive Case Analysis	10%
	Attendance/Participation/Instructor Evaluation	10%
	<b>Total</b>	<b>100%</b>

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 the **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 computer simulation game 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%
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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 and lecture. The second exam will cover Chapters 5-8 and 12. 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 double-spaced, single-sided pages using 12-point Times or Times Roman font**. Briefs of less than two pages usually provide an insufficient analysis, while those longer than three pages usually contain too much detail.

All case briefs are due at the assigned date and time. **I will not accept late submissions, or e-mail submissions.** If you know you will miss class when an assignment is due, make sure to have one of your classmates turn it in for you. This requirement will not be waived for any circumstances.

### **Comprehensive Case Analyses (20%)**

You will write two comprehensive case analyses during the semester, both of which you will purchase and download from the Harvard Business School Press. The length the analyses should be between **ten and fifteen pages**, double-spaced typed in the same format as the case briefs.

One case will require you to perform an *accounting and financial* analysis to determine an appropriate strategy for the firm. The other case will address *economic* factors that are relevant to the decisions of a firm.

Detailed guidance on these cases 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, we will assess your accounting,

economics and finance knowledge and analytic/conceptual skills using the two comprehensive cases described above 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
1	Wed, 1/26	Review BSG info and form teams in class
3	Mon, 2/7	Submit Year 11 Practice Decision 1
4	Mon, 2/14	Submit Year 12 Practice Decision 2 Complete online individual Quiz 1
5	Mon, 2/21	Reset the Game. Begin Competition Submit Year 11 Decision
6	Mon, 2/28	Submit Year 12 Decision
7	Mon, 3/7	Submit Year 13 Decision
8	Mon, 3/14	Submit 3-year Strategic Plan for Y14-16 Submit Year 14 Decision Complete online individual Quiz 2
9	Mon, 3/21	Spring Break
10	Mon, 3/28	Submit Year 15 Decision
11	Mon, 4/4	Submit Year 16 Decision Deadline to submit interim peer evaluation
12	Mon, 4/11	Submit 3-year Strategic Plan for Y17-19 Submit Year 17 Decision
13	Mon, 4/18	Submit Year 18 Decision
14	Mon, 4/25	Submit Year 19 Decision End-of-Game peer evaluation available
17	Mon, 5/16	Deadline to submit online End-of-Game peer evaluation form

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

Week	Date	Topic	Assignments
1	1/24	Introduction to Course	
	1/26	BSG Overview and Team Formation	Read the BSG Student Guide (online)
2	1/31	Strategic Management	Read Ch. 1, No Quiz
	2/2	Case Analysis Methods Discuss the <i>Robin Hood Case 1</i>	Read Ch. 13
3	2/7	Financial Analysis	Quiz on financial ratios
	2/9	The External Environment	Read Ch. 2, Quiz on Ch. 2
4	2/14	The External Environment	
	2/16	Discuss the <i>Horror Show at the Cinemaplex Case 31</i>	Read Case 31 Team A to lead discussion
5	2/21	The Internal Environment	Read Ch. 3, Quiz on Ch. 3
	2/23	The Internal Environment	
6	2/28	Intellectual Assets	Read Ch. 4, Quiz on Ch. 4
	3/2	Discuss the <i>Pixar Case 17</i>	<b>Turn in</b> Case Brief for Case 17 Team B to lead discussion
7	3/7	<b>Exam 1</b> covering Chapters 1-4, 13	Bring Scantron to class
	3/9	Review Exam 1	
8	3/14	Business Level Strategy	Read Ch. 5, Quiz on Ch. 5
	3/16	Business Level Strategy	
9	3/21	Spring Break	
	3/23		
10	3/28	Discuss the <i>Apple, Inc. Case 23</i>	<b>Turn in</b> Case Brief for Case 23 Team C to lead discussion
	3/30	Corporate Level Strategy	Read Ch. 6, Quiz on Ch. 6
11	4/4	Corporate Level Strategy	
	4/6	Discuss the <i>Johnson &amp; Johnson Case 18</i>	Read Case 18 Team D to lead discussion <b>Turn in</b> HBS <i>Finance Case Analysis</i>
12	4/11	International Strategy	Read Ch. 7, Quiz on Ch. 7
	4/13	Discuss the <i>Geely Automotive Case 25</i>	Read Case 25 Team E to lead discussion

13	4/18	Entrepreneurial Strategy	Read Ch. 8, Quiz on Ch. 8
	4/20	Discuss <i>Keurig Coffe</i> Case 29	Read Case 29 Team F to lead discussion
14	4/25	Competitive Dynamics	
	4/27	Discuss <i>McDonalds</i> Case 14	<b>Turn in</b> Case Brief for Case 14 Team G to lead discussion
15	5/2	<b>Exam 2</b> covering Chapters 5-8	
	5/4	Review Exam 2	<b>Turn in</b> <i>HBS Economics</i> Case Analysis
16	5/9	BSG Game Presentation Skills	
	5/11	BSG Presentations	
17	5/16	BSG Presentations 1:00pm to 3:00pm	