GEB 4890: Business Strategy (crn #10153; 3 credits)
Course Syllabus – Spring 2013

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Uncommon Friends Chair in Ethics & Professor of Management

Department: Department of Management, Lutgert College of Business (LCOB)

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Office Phone: (239) 590-7384
E-mail: cfornaci@fgcu.edu. E-mail checked and responded to Monday through Friday during normal business hours (8:00 a.m. to 5:00 p.m.), excluding holidays. I rarely check e-mail outside of normal business hours. I attempt to answer all e-mails within 1 business day of receipt. The Business Strategy Game e-mail system is not checked or used in this course. The e-mail system in ANGEL is disabled for this course.

Course Web Page: FGCU ANGEL learning management system (https://elearning.fgcu.edu/default.asp)

Office Hours: Mondays & Wednesdays: 11:00 a.m. to 12:15 p.m.
Mondays & Wednesdays: 3:15 p.m. to 3:45 p.m.; and by appointment

Course Times & Location: Mondays & Wednesdays: 12:30 p.m. to 1:45 p.m.
Lutgert Hall – Room 2210 (on-campus course)

Required Course Materials


Access to a Windows-based or Apple Mac computer with an Internet connection and a recent version of a major Web browser (e.g., Firefox, Internet Explorer, or Safari) using a recent version of Adobe Flash Player for The Business Strategy Game.

Florida Gulf Coast University Catalog (online): http://www.fgcu.edu/catalog/
Florida Gulf Coast University Student Guidebook (online): http://studentservices.fgcu.edu/StudentConduct/guidebook.html
Florida Gulf Coast University Student Code of Conduct (online): http://studentservices.fgcu.edu/StudentConduct/conduct.html

Optional/Recommended Course Materials

**FGCU Course Catalog Description for GEB 4890 – Business Strategy**

Senior level capstone experience requiring student teams to analyze and implement solutions to complex business problems and opportunities. Students are required to incorporate knowledge acquired in all areas of their College of Business course of study in actual business situations. (Senior standing and advisor permit required).

**Prerequisite(s):** MAN 3025 with a minimum grade of C and MAR 3023 with a minimum grade of C and FIN 3403 with a minimum grade of C

**Course Overview**

This course represents the capstone of FGCU’s undergraduate business education. As such, the course focuses on integrating all a student’s prior coursework into a unified whole. It pays particular attention to exploring how all the business subject areas (e.g., finance and marketing) interact with one another and “fit” together.

As the capstone of your undergraduate business education, this course sets out to familiarize students with the complexity of strategically managing the business organization as a whole. In so doing, it will take a senior management perspective of the organization and learn the intricacies of crafting and executing crucial strategic decisions for a variety of companies and corporations operating in diverse environments. Students will be sensitized to analyze a company’s external and internal environment, and to assess corporate and business level strategies in today’s hypercompetitive, uncertain, and globalized business environment. While the course introduces a new set of tools and frameworks for formulating and implementing successful strategies, students are expected to draw on the knowledge they have gained from their prior classes in order to understand, analyze, discuss, and make decisions and recommendations based on available facts and information consistent with sound business concepts.
**LCOB Learning Goals and Course Learning Objectives**

The Lutgert College of Business (LCOB) has established Learning Goals and Learning Objectives for all graduates of its undergraduate programs. The LCOB **EPCK** Learning Goals and respective course Learning Objectives are listed below. Upon completion of the course, the student should be able to:

<table>
<thead>
<tr>
<th>LCOB Learning Goals &amp; Objectives</th>
<th>Course Learning Objectives</th>
<th>Assessment Items (see next page):</th>
</tr>
</thead>
</table>
| Understand the business **Environment**  
- Demonstrate knowledge of ethical Issues.  
- Demonstrate knowledge of global factors influencing business.  
- Explain the importance of environmental responsibility.  | **Identify and describe the complexities of strategically managing a corporation in the global business environment, and apply strategic decision making in a variety of “real world” global contexts.** | A, B, C, D, E, F,G, H, I, & J |
| Be effective **Problem solvers**  
- Solve business problems using analytical tools.  | **Demonstrate knowledge of key strategic management concepts and models, and analyze and solve strategic-level organizational problems in order to understand the determinants of organizational performance.** | A, B, C, D, E, F, G, H, I, & J |
| Be effective **Communicators**  
- Deliver effective oral presentations.  
- Prepare effective written reports.  |  | |
| Have interdisciplinary business **Knowledge**  
- Understand main concepts & definitions in accounting, economics, finance, information systems, management, marketing, and operations management.  
- Integrate knowledge across disciplines.  | **Integrate different functional areas of business in an analytical manner to understand how to view business problems from a general management perspective and how to analytically solve strategic-level organizational problems.** | A, B, C, F, & J |
Course Grading

Grade Breakdown

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Business Strategy Game Simulation</td>
<td>17.00%</td>
</tr>
<tr>
<td>B) Business Strategy Game 3-Year Strategic Plan</td>
<td>3.00%</td>
</tr>
<tr>
<td>C) Business Strategy Game Annual Report</td>
<td>16.00%</td>
</tr>
<tr>
<td>D) Business Strategy Game Individual Online Quiz 1</td>
<td>1.50%</td>
</tr>
<tr>
<td>E) Business Strategy Game Individual Online Quiz 2</td>
<td>2.50%</td>
</tr>
<tr>
<td>F) Individual Written Case Analysis</td>
<td>6.00%</td>
</tr>
<tr>
<td>G) Exam #1: Textbook Chapters 1-6</td>
<td>12.00%</td>
</tr>
<tr>
<td>H) Exam #2: Textbook Chapters 7-12</td>
<td>12.00%</td>
</tr>
<tr>
<td>I) Quizzes/Class Activities</td>
<td>15.00%</td>
</tr>
<tr>
<td>J) Class Participation</td>
<td>15.00%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.00-100</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>87.00-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.00-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80.00-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77.00-79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.00-76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70.00-72.99</td>
</tr>
<tr>
<td>D+</td>
<td>67.00-69.99</td>
</tr>
<tr>
<td>D</td>
<td>63.00-66.99</td>
</tr>
<tr>
<td>D-</td>
<td>60.00-62.99</td>
</tr>
<tr>
<td>F</td>
<td>00.00-59.99</td>
</tr>
</tbody>
</table>

Deadlines, Late Work, Makeup Work, & Submitting Work

Unless otherwise noted in the “Course Schedule” portion of this syllabus, all work is due at the scheduled start time of class. Work turned in late (after the first five minutes of the commencement of class) will receive a 25 point deduction if it is received up to 48 hours past the stated deadline. Work will not be accepted more than 48 hours past the stated deadline and will receive a grade of 0. Deadlines indicate the latest possible time the instructor must receive work—not the latest possible time students can send or submit their work.

Every student must individually register for the Business Strategy Game at the simulation Web site (http://www.bsg-online.com/). Students who do not complete the full registration process for the Business Strategy Game by the deadline for the year 17 simulation decision will receive a 25 point deduction on both their individual “Business Strategy Game Simulation” and their individual “Business Strategy Game 3-Year Strategic Plan” grades. Please see the “Registration” subsection of the “Business Strategy Game” portion of this syllabus below for a description of the Business Strategy Game registration process.

Missed Quizzes cannot be made up. Missed Class Activities (as part of Quizzes/Class Activities work) done entirely during a class session cannot be made up. Class Activities (as part of Quizzes/Class Activities work) that involve work outside of the classroom can be submitted late with the late restrictions and penalties described in the above paragraph. Missed Business Strategy Game Individual Online Quizzes cannot be made up or submitted late. Missed submissions for Business Strategy Game Simulation decisions and the Business Strategy Game
3-Year Strategic Plan cannot be made up or submitted late. Please see the “Class Attendance, Class Participation, & Classroom Technology Use” portion of this syllabus below regarding Class Participation for missed class days.

Exams will occur only at the scheduled dates and times listed in this syllabus and will not be given early under any circumstances. A makeup exam without a grade deduction will only be given when a student has missed an exam in accordance with university policies concerning authorized and excused absences. Students will be required to provide proper documentation for authorized and excused absences. A makeup exam with a 25 point grade deduction will be given when a student has missed an exam without proper documentation for an authorized or an excused absence. A makeup exam taken more than 1 week after the originally scheduled exam date and start time may be of a significantly different form (e.g., an oral exam) and difficulty level than the original exam. All makeup exams must be completed before the class meeting on April 24, 2013. It is the student’s responsibility to schedule the makeup exam for a date and time that is convenient for both the student and the instructor.

Makeup work and/or deadline extensions of any type will not be given under any circumstances beyond what is stated in the preceding four paragraphs.

Students must submit their work early when a course deadline is in conflict with their other obligations or commitments. Students are allowed to submit either physical paper or electronic versions of their work. Physical paper submissions of work, whether early, on time, or late, must be delivered in person to the instructor (please do not submit work by any other means such as delivering it to FGCU staff, placing it in the instructor’s mailbox, or sliding it under the instructor’s office door). Electronic submissions of work, whether early, on time, or late, must be submitted either as an attachment via e-mail (to cfornaci@fgcu.edu) or to the “GEB 4890 Work Submissions Drop Box” on ANGEL (https://elearning.fgcu.edu/default.asp) using a single Microsoft Word DOC/DOCX file or a single Adobe Acrobat PDF file. Please note that drop boxes have a 3 megabyte file size upload limit, so if your work is larger than 3 megabytes, please either submit the work within a single compressed ZIP file that is less than 3 megabytes in size, or break the document into multiple Microsoft Word DOC/DOCX or Adobe Acrobat PDF file submissions that are each less than 3 megabytes in size. Given the collective, ongoing, and cumulative nature of team activities, Team Self-Evaluation Reports can only be submitted electronically via ANGEL to each team’s “Self-Evaluation Reports Drop Box.”

Students, when submitting their work electronically, are strongly encouraged verify that their particular computer hardware and software combinations are compatible with the university’s systems. Please see the ANGEL Browser Check” link at https://elearning.fgcu.edu/default.asp for operating systems and browser compatibility issues with ANGEL, but please keep in mind that this listing may not always be completely accurate or up to date.

Regardless of whether work is submitted physically, electronically, early, on time, or late, it is always the student’s responsibility to ensure that work is successfully submitted to the instructor.
Students who are dropped from this course by the university for non-payment of tuition and/or fees are still responsible for completing all course activities and assignments by the deadlines stated in the course syllabus, associated handouts, and announcements in class while they work on reinstatement to this course.

**Professionalism of Work Products**

Students are expected to complete all work in this class according to standard professional business practices. Examples of unprofessional work include, but are not limited to, grammar, spelling, and mechanics issues, handing in unstapled work, poor quality printing, non-standard fonts or paper or ink colors, lack of the student’s name on the document, and lack of page numbering. Following general course and specific assignment directions, and turning in ready-to-grade work are additional signs of professionalism. Work that does not meet these standards will be subject to grade point deductions due to lack of professionalism.

**Class Attendance, Class Participation, & Classroom Technology Use**

As per university policy, any instructor who informs students in writing about the necessity of class attendance may request the Office of the Registrar to drop a student from the class. This is the required written notice about class attendance. Due to the course’s need for students to quickly form and begin working in teams, any student who fails to attend the first three class sessions will be administratively dropped from this course by the instructor.

This course contains many significant in-class activities. Class attendance is essential—makeup work and/or deadline extensions will not be given under any circumstances for missed class days. Likewise, class participation is essential and students are expected to actively participate in class discussions.

Discussions in this class can touch on powerful personal opinions, ideas, and stories. Students need to respect and honor the sensitivity of the information shared by others in the course. Further, students should always treat discussion venues, such as the course’s classroom, or the course’s “Post-Class Discussion Forum” on ANGEL (https://elearning.fgcu.edu/default.asp), as public forums, and therefore each student should only share personal information that he/she is comfortable sharing publicly.

Participation grades are assigned for each class session, except for exam days and the first two days of class, which do not assign participation grades. Each student’s daily participation grade is determined by both the quality and the frequency of comments made by the student in class, and those comments are evaluated in direct comparison to the participation of the other students in class. In other words, simply speaking in class does not guarantee participation points—only comments that add value to the current discussion earn participation points.

Student use of electronic devices in class is prohibited. Use of electronic devices in the classroom will have a significant negative impact on a student’s participation grade.

While attendance is separate from participation, attendance-related actions such as arriving to class late, temporarily leaving the classroom, and/or leaving class early have a significant
negative impact on a student’s participation grade. Missing class results in a student earning a participation grade of 0 for the day. Attendance is taken at the start of each class to assist in the determination of a student’s daily participation grade. It is the student’s responsibility at the immediate conclusion of the day’s class to ensure that the instructor has marked the student as being in attendance when the student arrives late for class.

Students are encouraged to frequently check their participation grades with the instructor in person during the instructor’s office hours or by appointment.

Classroom discussions in this course are typically involved and intense. As a result, some students may feel unable to express their viewpoints during the class session while others may want to add further thoughts beyond the class time. Additionally, some students may be absent from an entire class session and will wish to avoid earning a 0 class participation grade for the day. To facilitate this, students are encouraged to post additional discussion comments to the course’s “Post-Class Discussion Forum” on ANGEL (https://elearning.fgcu.edu/default.asp) no later than 48 hours after the completion of a particular class or before the start of the next class, whichever time frame is shorter. Postings must relate to the most recent class session—postings addressing previous class sessions or postings building on existing ANGEL posts from previous class sessions will not earn points. Postings will count towards the student’s overall participation grade for the specific day’s class, and will be graded on the same criteria—in other words; comments must be of sufficient quality to add to the overall class discussion to earn points and should not be simply summaries or reiterations of the class discussion. Students will not, however, be able to earn participation points at the same rate by posting to ANGEL as they would by actively participating in a class session. Participation on ANGEL is meant to supplement a student’s classroom participation activities, not replace them, thus a student’s cumulative ANGEL participation comments will rarely add more than 15 points to a day’s participation grade, and they will typically add less (e.g., 5 or 10 points). A student’s sum of in-class earned and ANGEL-earned participation points can never exceed 100 points for any given class day. Finally, postings made to ANGEL before or during a particular class session will not receive credit for that class session. Please note: students will not be able to post additional discussion comments to ANGEL after the last class meeting on April 29, 2013.

The instructor will drop a minimum of three daily class participation grades from the calculation of each student’s overall Class Participation grade. Students should use these “drops” sparingly and wisely because the drops do not distinguish between “unauthorized,” “unexcused,” “authorized,” and “excused” absence-related participation grades.

Quizzes/Class Activities

Announced and unannounced quizzes will be given frequently during the semester. Quizzes may cover textbook chapter readings, textbook case readings, and other items. Quizzes are closed book and closed notes unless otherwise stated by the instructor. Students may not use any electronic devices or other aids during quizzes.

Students are strongly encouraged to take the self-scoring chapter tests that are available at the course textbook publisher’s Web site at http://www.mhhe.com/thompson, as well as reviewing chapter quizzes from prior semesters that the instructor has posted to ANGEL.
(https://elearning.fgcu.edu/default.asp), to help prepare for chapter quizzes. Students are also strongly encouraged to read and answer the case assignment questions, also provided by the course’s textbook publisher, at http://www.mhhe.com/thompson, to help prepare for case quizzes.

Additionally, at various points during the course of the semester students may be required to submit short written class assignments during class or via ANGEL (https://elearning.fgcu.edu/default.asp). Typically, these assignments require students to respond to a class activity, handout, or reading.

The instructor will drop a minimum of three individual Quizzes/Class Activities grades from the calculation of each student’s overall Quizzes/Class Activities grade. Students should use these “drops” sparingly and wisely because the drops do not distinguish between “unauthorized,” “unexcused,” “authorized,” and “excused” absence-related Quizzes/Class Activities grades.

**Exams**

Two in-class exams will be given during the semester. The first exam covers chapters 1-6 of the textbook. The second exam covers chapters 7-12 of the textbook. Each student must be prepared to show a University ID when turning in her/his exam. The instructor keeps the exams. The exams are closed book and closed notes. Students may not use any electronic devices or other aids during the exams. Students may be assigned/reassigned seats for exam purposes. Students may only communicate with the instructor during the exams. The exams are timed. Exam questions and Scantron forms are the property of the instructor and are not returned to students. Students may not make copies of exam questions. Students are encouraged to review their Scantrons and exam questions during the instructor’s office hours or by appointment.

Students are strongly encouraged to take the self-scoring chapter tests that are available on the course textbook publisher’s Web site at http://www.mhhe.com/thompson, to study chapter quizzes from prior semesters that the instructor has posted to ANGEL (https://elearning.fgcu.edu/default.asp), and to study chapter quizzes from the current semester to prepare for the in-class exams.

**Case Discussions & Individual Written Case Analysis**

Cases represent a major component of this course. Cases provide students with the opportunity to analyze real world situations and then make specific recommendations on how to best address these issues. Several textbook cases will be explored during the semester. Students should diligently prepare for classroom case discussions as each student’s overall level of case understanding will ultimately be reflected in his/her Participation and Quizzes/Class Activities grades. Students should carefully read A Guide to Case Analyses, provided online by the course’s textbook publisher at http://www.mhhe.com/thompson, to help them understand how to read and analyze cases. The textbook publisher has also provided case assignment questions, also available online for download, at http://www.mhhe.com/thompson, to help students explore the issues in the case and arrive at recommendations and action plans.
Each student must complete an individual written case analysis for textbook “Case 5: Competition in Energy Drinks, Sports Drinks and Vitamin-Enhanced Beverages” from the perspective of The Coca-Cola Company. For a full description of the guidelines for conducting the individual written case analysis, please read the “Individual Written Case Analyses Guidelines” handout on ANGEL (https://elearning.fgcu.edu/default.asp).

**Business Strategy Game (BSG)**

**Registration**

Every student must individually register for the Business Strategy Game (BSG) at the simulation Web site (http://www.bsg-online.com/). The handout “The Business Strategy Game Registration Procedure—Industry 18” located on ANGEL (https://elearning.fgcu.edu/default.asp) lists the 5 steps necessary to fully register for the simulation using either a pre-paid simulation code or a credit/debit card. A student will know that he/she has completed the registration process when he/she has access to the “Corporate Lobby” page where he/she can view or download the “Player’s Guide,” view or print the decision schedule, and browse through all the other information links explaining how BSG works.

**Simulation**

The Business Strategy Game (BSG) online simulation (http://www.bsg-online.com/) is a central part of this course. The simulation involves student teams (typically comprising of groups of 3 to 5 students, depending on class size) running a company within an industry (athletic footwear manufacturing) for a number of years (a.k.a. decisions). Each team will be in direct competition with other teams in the class. Students will play the game for 7 years (decisions) after playing 2 practice years (decisions). Please read the handout “Business Strategy Game Simulation Team Performance Assessment & Game Playing Notes” on ANGEL (https://elearning.fgcu.edu/default.asp), the Business Strategy Game Player’s Guide (available at http://www.bsg-online.com/), the handout “Business Strategy Game Overview and Orientation” on ANGEL (https://elearning.fgcu.edu/default.asp), and the help system online within the Business Strategy Game simulation (available at http://www.bsg-online.com/) for additional details.

**Individual Online Quizzes**

Students are required to individually complete two timed online open book quizzes as part of the Business Strategy Game (see the “Course Schedule” portion of this syllabus for the time limits and due dates of these quizzes). These quizzes are administered through the Business Strategy Game Web site at http://www.bsg-online.com/.

**3-Year Strategic Plan**

Teams will complete the in-game strategic plan after submitting their decisions for year 14. The strategic plan will focus on years 15, 16 & 17. Details about the strategic plan are available online within the Business Strategy Game simulation (http://www.bsg-online.com/) and the “Business Strategy Game 3-Year Strategic Plan Assignment” handout on ANGEL (https://elearning.fgcu.edu/default.asp).
**Annual Report**

Teams will present their results in a written annual report after the simulation is completed. Please read the handout “Business Strategy Game Annual Report” on ANGEL (https://elearning.fgcu.edu/default.asp) for more details on this assignment.

**Team Management & Team Self-Evaluation**

A significant portion of each student’s course grade is determined through materials produced as part of a team. The class will be divided into student teams comprising of 3 to 5 members per team, depending on class size. The instructor will leave it up to each student to find team members and form a student team. As company performance often depends on the synergy effects of cross-functional and cross-national executive teams, students are encouraged to compose each team with as diverse a set of majors and backgrounds as possible. Furthermore, as it will be necessary for teams to work extensively outside of class, students are strongly encouraged to assess whether team members are ‘compatible’ in terms of scheduling team meetings and working together effectively prior to forming a team. *All team members are responsible and will bear consequences for all assigned team projects, and the highest grade an individual student can achieve for a team activity is the team grade assigned to the activity.*

Teammates are expected to contribute fully to the process of team activities. Teams should manage themselves. As such, team members will agree on, write down, sign, and turn into the instructor a *Team Performance Contract* that specifies expectations and norms for individual performance (see the “Course Schedule” portion of this syllabus for the specific due date and time of the *Team Performance Contract*).

Team members should counsel in a timely manner those members who fail to live up to their *Team Performance Contract*. Should team intervention fail to correct the problem, team members should consult with the instructor immediately so that the instructor may counsel the offending individual(s). The consultation will include the team formally meeting with the instructor to discuss and attempt to overcome the problem (though it is strongly suggested that teams meet informally with the instructor to resolve the issue before beginning the formal process). There may be rare situations where this formal consultation meeting may not occur, such as the offending team member cannot or will not meet or discuss the perceived problems within the team, but again, these are exceptionally rare circumstances. Once the formal process has been completed, teams have the right to “fire” the member(s) should they continue to underperform (pending the instructor’s agreement, as with all team composition decisions). The member who has been dropped from the team must find another team willing to accept his/her membership. *Failure to join another team will result in the dropped member receiving a 0 grade on all graded team activities for which the student is unable to join a new team.* The bottom line for all team members is: PULL YOUR WEIGHT!

Each team is typically required to turn in a weekly *Team Self-Evaluation Report*, based on the criteria specified in their *Team Performance Contract* discussed above, by 11:00 a.m. each Monday documenting team activities and plans, meetings held, members present, and reasons for absences (see the “Course Schedule” portion of this syllabus for the complete submission schedule as some schedule exceptions exist). The format of the report is up to each team and reports should be posted to each team’s “Self-Evaluation Reports Drop Box” on ANGEL.
Assignment of less than 100 points to a given member should be explained in the Team Self-Evaluation Report along with a detailed action plan for correcting the issue. Distribution of points is to be determined as a team, with all team members agreeing to, or at least acknowledging, the grade distribution and accompanying report.

Team Self-Evaluation Reports will be consequential in that they can lead to a student receiving considerable grade point deductions from the instructor on team activities (Business Strategy Game Simulation, Business Strategy Game 3-Year Strategic Plan, and Business Strategy Game Annual Report). To avoid grade point deductions, it is therefore critical that each student makes strong contributions to his/her team throughout the semester. Cumulative submissions of the Team Self-Evaluation Reports (along with the outcomes of any team meetings with the instructor) will be used as a basis for a student receiving grade point deductions, if necessary, on both the Business Strategy Game Simulation and the Business Strategy Game 3-Year Strategic Plan team grades. Finally, cumulative submissions of the Team Self-Evaluation Reports (along with the outcomes of any team meetings with the instructor) since the start of the Business Strategy Game Annual Report activity (which will begin with the conclusion of the Business Strategy Game Simulation) will be used as a basis for a student receiving grade point deductions, if necessary, on the Business Strategy Game Annual Report team grade. Once again, the bottom line for all team members is: PULL YOUR WEIGHT!

University Policies, Rules, & Regulations

The instructor follows all university policies, rules, and regulations at all times for all students regarding all issues.

Academic Honesty & Integrity Policy

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/StudentConduct/guidebook.html.
The course instructor expects students to maintain the highest standards of academic honesty and integrity while in this course and as a student at Florida Gulf Coast University. In addition to standard definitions of honesty, integrity, and plagiarism, this policy also prohibits students from possessing, using, viewing, accessing, or otherwise benefitting from previous and/or concurrent work created for this course by other students or any other individuals. Students who fail to maintain these standards in this class will receive severe academic penalties for the offense.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is (239) 590-7956 or TTY (239) 590-7930.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.
Course Schedule – Spring 2013

This course schedule is subject to change with notice. Any such changes shall be communicated to the class. If you must miss a class, it is your responsibility to find out what you missed and whether any changes were made to the syllabus.

All work is due by the scheduled start time of class unless otherwise noted below.

January 7 & 9
Monday: 1. Course Introduction & Course Overview  
2. Read GEB 4890 Course Syllabus (this document) before class  
3. Tentative Team Formation begins

Wednesday: 1. Read textbook Chapter 1: What Is Strategy and Why Is It Important? before class  
2. Reread GEB 4890 Course Syllabus (this document) before class  
3. Read Typical Team Performance Contract Grading Items handout on ANGEL (https://elearning.fgcu.edu/default.asp) before class  
4. Read Running the Course’s Analytic Tools handout on ANGEL before class  
5. Read SMART Goals & Objectives handout on ANGEL before class  
6. Tentative Team Formation continued

January 14 & 16
2. Business Strategy Game (BSG) overview (brief)  
3. Skim Business Strategy Game Overview and Orientation Presentation handout on ANGEL before class  
4. Read The Business Strategy Game Player’s Guide and watch the Intro to BSG video from the “Player Materials” menu of BSG simulation Web site (http://www.bsg-online.com/) before class  
5. Read Business Strategy Game Simulation Team Performance Assessment & Game Playing Notes handout on ANGEL before class  
6. Brief overview of BSG Individual Online Quiz 1  
7. Team Formation finalized

Wednesday: 1. Chapter 2 continued  
2. Read textbook Chapter 3: Evaluating a Company’s External Environment before class  
3. Signed Team Performance Contracts due at start of class
January 21 & 23

Monday: ① No Class: Martin Luther King Day Observed

Wednesday: ① Chapter 3 continued
② Read A Guide to Case Analysis on the course textbook publisher’s Web site (http://www.mhhe.com/thompson) and be prepared to ask questions (will only cover briefly in class)
③ Read Individual Written Case Analysis Guidelines handout on ANGEL before class
④ Skim BSG Annual Report handout on ANGEL before class
⑤ Skim BSG Annual Report Outline handout on ANGEL before class

January 28 & 30

Monday: ① Read textbook Case 23: Starbucks’ Strategy and Internal Initiatives to Return to Profitable Growth before class
② Read Financial Analysis Notes handout on ANGEL before class
③ Team Self-Evaluation Report due by 11:00 a.m. via ANGEL for the period from January 16 to January 28
④ BSG: Year 11 simulation practice decision due by 11:00 a.m.
⑤ BSG: Individual Online Quiz 1 due by 11:00 a.m. (open book; 45 minute time limit)

Wednesday: ① Read textbook Chapter 4: Evaluating a Company’s Resources, Capabilities, and Competitiveness before class

February 4 & 6

Monday: ① Chapter 4 continued
② Read textbook Chapter 5: The Five Generic Competitive Strategies: Which One to Employ? before class
③ Weekly Team Self-Evaluation Report due by 11:00 a.m. via ANGEL
④ BSG: Year 12 simulation practice decision due by 11:00 a.m.
⑤ BSG: Simulation reset at 5:00 p.m.

Wednesday: ① Chapter 5 continued
② Read textbook Case 4: Competition among the North American Warehouse Clubs: Costco Wholesale versus Sam’s Club versus BJ’s Wholesale before class
**February 11 & 13**

**Monday:**
1. Read textbook **Case 5: Competition in Energy Drinks, Sports Drinks and Vitamin-Enhanced Beverages** before class
2. “Case 5: Competition in Energy Drinks, Sports Drinks and Vitamin-Enhanced Beverages” Individual Written Case Analysis written from the perspective of The Coca-Cola Company due at start of class
3. BSG: Year 11 simulation decision due by 11:00 a.m.
4. Weekly Team Self-Evaluation Report due by 11:00 a.m. via ANGEL

**Wednesday:**
1. Read textbook **Chapter 6: Strengthening a Company's Competitive Position: Strategic Moves, Timing, and Scope of Operations** before class
2. Brief overview of BSG Individual Online Quiz 2

**February 18 & 20**

**Monday:**
1. Read textbook **Case 6: Netflix’s Business Model and Strategy in Renting Movies and TV Episodes** before class
2. BSG: Year 12 simulation decision due by 11:00 a.m.
3. Weekly Team Self-Evaluation Report due by 11:00 a.m. via ANGEL

**Wednesday:**
1. Exam #1: Textbook Chapters 1-6

**February 25 & 27**

**Monday:**
1. Read textbook **Chapter 7: Strategies for Competing in International Markets** before class
2. BSG: Year 13 simulation decision due by 11:00 a.m.
3. Team Self-Evaluation Report due by 11:00 a.m. via ANGEL

**Wednesday:**
1. Read textbook **Chapter 8: Corporate Strategy: Diversification and the Multibusiness Company** before class
2. Read the BSG 3-Year Strategic Plan Assignment handout on ANGEL before class
3. BSG: Year 14 simulation decision due by 11:00 a.m.
4. BSG: Individual Online Quiz 2 due by 11:00 a.m. (open book; 90 minute time limit)

**March 4 & 6**

**Monday:**
1. No Class: Spring Break

**Wednesday:**
1. No Class: Spring Break
**March 11 & 13**

**Monday:**
1. Read textbook *Case 17: Smucker’s in 2011: Expanding the Business Lineup* before class
2. BSG: 3-Year Strategic Plan due by 11:00 a.m.
3. BSG: Year 15 simulation decision due by 11:00 a.m.
4. Team Self-Evaluation Report due by 11:00 a.m. via ANGEL for the period from February 25 to March 11

**Wednesday:**
1. Read textbook *Chapter 9: Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy* before class
2. BSG: Year 16 simulation decision due by 11:00 a.m.

**March 18 & 20**

**Monday:**
1. Read textbook *Chapter 10: Building an Organization Capable of Good Strategy Execution: People, Capabilities, and Structure* before class
2. BSG: Year 17 simulation decision due by 11:00 a.m.
3. BSG: Individual student registration due by 11:00 a.m. for students who have not yet registered to avoid 25 point deduction on individual grades for Simulation and 3-Year Strategic Plan
4. Weekly Team Self-Evaluation Report due by 11:00 a.m. via ANGEL

**Wednesday:**
1. Read textbook *Chapter 11: Managing Internal Operations: Actions that Promote Good Strategy Execution* before class

**March 25 & 27**

**Monday:**
1. Read textbook *Chapter 12: Corporate Culture and Leadership: Keys to Good Strategy Execution* before class
2. In-class activity: Organizational Culture Assessment (no prior student preparation needed)
3. Weekly Team Self-Evaluation Report due by 11:00 a.m. via ANGEL

**Wednesday:**
1. Chapter 12 continued

*Friday, March 29: Last Day to Drop/Withdraw without Academic Penalty for Spring 2013*
April 1 & 3
Monday:  
1. Read textbook Case 20: *Southwest Airlines in 2010: Culture, Values, and Operating Practices* before class  
2. Weekly Team Self-Evaluation Report due by 11:00 a.m. via ANGEL

Wednesday:  
1. Exam #2: Textbook Chapters 7-12

April 8 & 10
Monday:  
1. BSG Annual Report Q&A session (no prior student preparation needed)  
2. Weekly Team Self-Evaluation Report due by 11:00 a.m. via ANGEL

Wednesday:  
1. Read Case 18: *Robin Hood* before class

April 15 & 17
Monday:  
1. Read textbook Case 24: *Norton Lilly International: Implementing Transformational Change in the Shipping Industry* before class  
2. No Weekly Team Self-Evaluation Report due – submit a report for the period from April 8 to April 17 on April 17

Wednesday:  
1. BSG: Team Annual Report debriefing session  
2. BSG: Team Annual Reports due at start of class  
3. Team Self-Evaluation Report due by 11:00 a.m. via ANGEL for the period from April 8 to April 17

April 22 & 24
Monday:  
1. Read textbook Case 26: *W.L. Gore & Associates: Developing Global Teams to Meet 21st-Century Challenges* before class

Wednesday:  
1. Read textbook Case 28: *Countrywide Financial Corporation and the Subprime Mortgage Debacle* before class

Finals: Monday, April 29 from 10:30 a.m. to 1:15 p.m. in Lutgert Hall – Room 2210  
1. There is not a final exam for this course, but class will meet for assessment activities and an end of the semester reflection/debriefing session.