GEB 4890: Business Strategy (crn 81125; 3 credits)
Course Syllabus – Fall 2014

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E-mail: Canvas Conversations Inbox is the primary system for this course. The secondary e-mail address is cfornaci@fgcu.edu. E-mail responded to Monday through Friday during normal business hours (8:00 a.m. to 5:00 p.m.), excluding university class holidays. I attempt to answer all e-mail within 1 business day, excluding weekends and university class holidays. I rarely respond to e-mails outside of normal business hours, so if you need a quick response, please e-mail me Monday through Friday during normal business hours. Likewise, with the exception of weekends and university class holidays, you are expected to check your FGCU student e-mail daily and log into the course on Canvas (http://canvas.fgcu.edu/) daily. You are expected to respond within 1 business day to any communication from me that requires a response (excluding weekends and university class holidays).

Course Page: FGCU Canvas Learning Management System (http://canvas.fgcu.edu/)

Office Hours: Mondays & Wednesdays: 9:15 a.m. to 10:45 a.m.
Mondays & Wednesdays: 12:15 p.m. to 12:45 p.m.
Mondays: 5:00 p.m. to 6:15 p.m.
and by appointment

Course Times & Location: Mondays & Wednesdays: 8:00 a.m. to 9:15 a.m.
Lutgert Hall – Room 1204 (on-campus course)
Course Materials

Required Materials


Access to an Internet-connected computer with a recent version of a major Web browser (e.g., Internet Explorer, Firefox, or Safari) and a recent version of Adobe Flash Player.

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

Optional/Recommended 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 for level UG with min. grade of C and MAR 3023 for level UG with min. grade of C and FIN 3403 for level UG with min. grade of C.

Course Overview

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 |
| 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 |
| Be effective Communicators  
  - Deliver effective oral presentations.  
  - Prepare effective written reports. | | C, F, & J |
| 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>20.0%</td>
</tr>
<tr>
<td>B) Business Strategy Game 3-Year Strategic Plan</td>
<td>3.0%</td>
</tr>
<tr>
<td>C) Business Strategy Game Annual Report</td>
<td>20.0%</td>
</tr>
<tr>
<td>D) Business Strategy Game Individual Online Quiz 1</td>
<td>1.5%</td>
</tr>
<tr>
<td>E) Business Strategy Game Individual Online Quiz 2</td>
<td>2.5%</td>
</tr>
<tr>
<td>F) Individual Written Case Analysis</td>
<td>6.0%</td>
</tr>
<tr>
<td>G) Exam #1: Textbook Chapters 1-6</td>
<td>20.0%</td>
</tr>
<tr>
<td>H) Exam #2: Textbook Chapters 7-12</td>
<td>20.0%</td>
</tr>
<tr>
<td>I) Class Attendance</td>
<td>5.0%</td>
</tr>
<tr>
<td>J) AACSB Integration and Writing Assessment Assignment</td>
<td>2.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Grading Scale

| 93.0-100      | A   | 80.00-82.9 | B-  | 67.00-69.9 | D+ |
| 90.0-92.9     | A-  | 77.00-79.9 | C+  | 63.00-66.9 | D  |
| 87.0-89.9     | B+  | 73.00-76.9 | C   | 60.00-62.9 | D- |
| 83.0-86.9     | B   | 70.00-72.9 | C-  | 00.00-59.9 | F  |

Important Note Regarding the Course’s Grading Scale

Final numeric course grades will be converted into letter grades based on the aforementioned grading scale, which means, for example, that a grade of 72.9 falls within the 70.0-72.9 range and will therefore be converted into a C- grade. No individual exception will be made to this grade conversion in order to be fair and equitable to all other students and to ensure consistent application of the rules specified on this syllabus. Likewise, no extra credit or extra work will be given to satisfy course requirements, missed assignments, or to help improve a final grade. Incompletes are awarded only in exceptionally rare cases.

Grading Issues

Students wishing to review their exams and other graded items and to request a grade revision will be able to do so within seven (7) calendar days of general notification of grades for that particular exam or graded item. Requests should be made in writing through the Canvas Conversations Inbox.
**Deadlines, Late Work, Makeup Work, & Submitting Work**

Please read the “Course Schedule” portion of this syllabus to see work due dates and times. Deadlines indicate the latest possible time that work must be successfully received—not the latest possible time students can send or submit their work.

Unless otherwise specified, late work will not be accepted and it will receive a grade of 0 and makeup work and/or deadline extensions of any type will not be given under any circumstances beyond what is stated in this section of the syllabus (“Deadlines, Late Work, Makeup Work, & Submitting Work”), its subsections, and what is contained in the university’s policies regarding makeup work resulting from authorized and excused absences. Students should notify the instructor in writing through the Canvas Conversations Inbox during the first two weeks of classes about any upcoming authorized absences and clearly state their desire to complete eligible makeup work, potentially receive deadline extensions, and/or not have them count against class attendance grades. Students should notify the instructor in writing through the Canvas Conversations Inbox about excused absences as soon as practically possible and clearly state their desire to complete eligible makeup work, potentially receive deadline extensions, and/or avoid having them count against their class attendance grades. Students will be required to provide proper documentation for authorized and excused absences. 

All makeup work must be completed and received no later than 5:00 p.m., Friday, December 12, 2014.

*Students must submit their work early when a course deadline is in conflict with their other obligations or commitments.*

Submit work through Canvas (http://canvas.fgcu.edu/) using the appropriate “Submit Assignment” button on the Sidebar by uploading a single Microsoft Word DOC/DOCX file or a single Adobe Acrobat PDF file. Please note, some Business Strategy Game (BSG) work, such as Individual Online Quiz 1, Individual Online Quiz 2, the 3-Year Strategic Plan, and all simulation decisions, are submitted through the Business Strategy Game simulation Web site at (http://www.bsg-online.com/).

*Students are strongly encouraged verify that their particular technology systems are compatible with the university’s systems, the textbook publisher’s systems, and The Business Strategy Game’s systems. It is always the student’s responsibility to ensure that work is successfully submitted and successfully received—technology-related issues are not an acceptable excuse for late, incomplete, inaccessible, non-submitted, or non-received work. Please make extensive use of the tools within Canvas and The Business Strategy Game to make sure that your work has been successfully submitted, successfully received, and is ready to be graded.*

**The Business Strategy Game Registration, Individual Online Quizzes, Simulation Decisions, & 3-Year Strategic Plan, and Annual Report**

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 grade 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 “The Business Strategy Game (BSG)” portion of this syllabus below for a description of The Business Strategy Game registration process.

Business Strategy Game Individual Online Quizzes cannot be submitted late. Submissions for Business Strategy Game Simulation decisions cannot be submitted late or made up. Submissions for the Business Strategy Game 3-Year Strategic Plan cannot be submitted late or made up. A Business Strategy Game Annual Report received late will receive a 25 point grade deduction if it is received up to 48 hours past the stated deadline. A Business Strategy Game Annual Report will not be accepted more than 48 hours past the stated deadline.

**Individual Written Case Analysis**

An Individual Written Case Analysis received late will receive a 25 point grade deduction if it is received up to 48 hours past the stated deadline. An Individual Written Case Analysis will not be accepted more than 48 hours past the stated deadline.

**Missed Classes**

Please see the “Class Attendance” portion of this syllabus below regarding Class Attendance grades for missed class days and the handling of excused and authorized absences.

**Exams**

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. It is the student’s responsibility to quickly and proactively schedule the makeup exam for a date and time that is convenient for both the student and the instructor—delays in taking a makeup exam of more than 1 week upon the completion of an excused or authorized absence may result in the makeup exam be of a significantly different form (e.g., an oral exam) and difficulty level than the original exam. **In all instances, all makeup exams must be completed no later than 5:00 p.m., Friday, December 12, 2014.**

A makeup exam with a 25 point grade deduction will be given when a student has missed an exam that is not due to an authorized absence or an excused absence. Makeup exams that are not the result of authorized absences or excused absences must be completed no later than 48 hours after the originally scheduled exam start date and start time and may be of a significantly different form (e.g., an oral exam) and difficulty level than the original exam. **It is the student’s responsibility to schedule the makeup exam for a date and time within the 48 hour makeup window that is convenient for both the student and the instructor, which means the student is going to have to work around the instructor’s often crowded schedule. The student needs to be exceptionally proactive to make sure the makeup exam is taken within the makeup window—the student bears all responsibility if the makeup exam is not taken during the makeup window and no additional accommodations for the makeup exam will be given by the instructor.**
**Student Responsibilities When Dropped from the Course for Non-Payment of Tuition and/or Fees**

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, non-standard fonts or paper size or ink colors, lack of the student’s (or team’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.

**Work Formatting**

Page length requirements reflect the actual length of the writing and do not count title/cover pages, assignment title/student name/date/page number areas, references/works cited pages, appendices, and so forth as part of the overall length. Unless otherwise stated in a specific course handout, all submissions should be formatted using the following requirements:

- 8.5 inch × 11 inch paper size
- Times or Times New Roman, 12 point font
- Single line spacing throughout
- Student’s (or team’s) name and page number in the header on every page in the document
- No additional spacing between lines or paragraphs, or before or after headings or titles
- One inch top, bottom, left, and right margins
- One-half inch top and bottom headers
- All other paper formatting requirements should follow the *Publication Manual of the American Psychological Association* (sixth edition) including in-paper citations and the references/works cited page (if any). Executive summaries and abstracts are not required for assignments.

**Classroom Technology Use**

Students are prohibited from video recording and/or audio recording classes. A student will be allowed to video record and/or audio record a class if the student has a documented disability and Florida Gulf Coast University’s Office of Adaptive Services (OAS) determines the best reasonable recommendation (under law) is allowing the student to audio record and/or video record class lectures.

Student use of laptops and/or tablets for class-related purposes, such as for taking notes or using a course eBook (if one is available) is allowed, but these devices can only be used with their
communications systems (e.g., Wi-Fi, Bluetooth, cellular, etc.) turned off. All other technology use including, but not limited to cell phones, pagers, Google Glass, iPods, or gaming devices, or using laptops and tablets for reasons other than approved class-related purposes, is prohibited.

**Class Attendance**

This course is designed so that active participation and significant involvement by students plays an integral role in the learning process for all students. Active class participation and your attitude in class are therefore important to facilitate a fruitful collective learning experience, and full attendance is essential and strongly recommended. Naturally, you are expected to attend every class. You are expected to participate effectively in the course, which requires the completion of all reading and additional assignments prior to each class session, clear and concise articulation of your “expert opinion” (as opposed to mere personal opinions, pre-conceived notions, or a rush-to-judgment attitude), and the willingness to consider alternative positions presented by fellow class mates. All students are expected to facilitate the creation of a productive learning environment, free of distractions and disruptions.

Class attendance is required and roll will be taken daily. While attendance rolls will be taken during the first two days of class, attendance information from these days will not impact the student’s overall Class Attendance grade. Additionally, attendance roll will be taken during the class meeting day during finals, but attendance information from this day will not impact the student’s overall Class Attendance grade. It is the student’s responsibility at the **immediate conclusion** of the day’s class to ensure that the instructor has a record of the student as being in attendance when the student arrives late for the class.

Each student starts the course with a grade of 100 on his/her overall Class Attendance grade. The instructor will drop a minimum of three total unexcused and unauthorized absences from the calculation of each student’s overall Class Attendance grade. Each absence that is unauthorized and unexcused beyond three will result in a 20 point deduction from the student’s overall Class Attendance grade.

**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. Exam reviews must be made within seven (7) days of the general distribution of exam grades.

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](http://www.mhhe.com/thompson) and to review to the chapter self-study quizzes that the instructor will post to Canvas ([http://canvas.fgcu.edu/](http://canvas.fgcu.edu/)) to prepare for the in-class exams.
**AACSB Integration and Writing Assessment Assignment**

Each student must individually complete a two page written assignment as part of the Lutgert College of Business’s efforts to assess student learning outcomes as required by the Association to Advance Collegiate Schools of Business (AACSB). More details regarding this assignment will be provided as the semester progresses.

**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 mastery of the course material. Students should carefully read the Guide to Case Analysis, provided in the course’s textbook, to help them understand how to read and analyze cases. The textbook publisher has also provided case assignment questions, 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 2: Costco Wholesale in 2012: Mission, Business Model, and Strategy” from the perspective of Costco Wholesale. For a full description of the guidelines for conducting the individual written case analysis, please read the “Individual Written Case Analyses Guidelines” handout on Canvas (http://canvas.fgcu.edu/).

**The 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 21” located on Canvas (http://canvas.fgcu.edu/) 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 Canvas (http://canvas.fgcu.edu/), *The Business Strategy Game Player’s Guide* (available at http://www.bsg-online.com/), the handout “Business Strategy Game Overview and Orientation” on Canvas (http://canvas.fgcu.edu/), 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 independently and 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 Canvas (http://canvas.fgcu.edu/).

**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 Canvas (http://canvas.fgcu.edu/) 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, but the instructor reserves the right to approve team composition and to make changes to teams including adding team members and switching team members. 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—the instructor WILL NOT assist the student in this process and WILL NOT force another team to accept a student who has been dropped from another team. 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, typically 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 variations may exist). The format of the report is up to each team. Each report should be submitted using the appropriate “Submit Assignment” button on the Sidebar in Canvas (http://canvas.fgcu.edu/) by uploading a single Microsoft Word DOC/DOCX file or Adobe Acrobat PDF file. In addition, teams will assign points to each member consistent with the member’s level of contribution/participation for that week. Each team will have 100 points per person to distribute. For instance, Team A has four members. This means that they have 400 points to distribute each week among themselves. If member 3 fails to contribute in a given week, the distribution might look like this:

<table>
<thead>
<tr>
<th>Member</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member 1</td>
<td>134.0</td>
</tr>
<tr>
<td>Member 2</td>
<td>134.0</td>
</tr>
<tr>
<td>Member 3</td>
<td>0.0</td>
</tr>
<tr>
<td>Member 4</td>
<td>132.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400.0</strong></td>
</tr>
</tbody>
</table>

If all team members earned 100 points for a particular Team Self-Evaluation Report, no further narrative is required (but it is still recommended) for that particular report beyond the listing of the team members and the respective points earned by each member. 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 sharing, possessing, using, viewing, accessing, or otherwise benefitting from previous and/or concurrent work created for this course by other students or any other individuals (this includes all course sections where there are multiple sections offered for a course during a semester). Students cannot not share their work with other students nor assist other students with their work. Students who fail to maintain these standards in this class will receive severe academic penalties. All members of a team shall be held accountable if one member of a team violates this policy on a team assignment or team activity.

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 – Fall 2014

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.

August 18 & 20

Monday: 1. Course Introduction & Course Overview  
2. Review GEB 4890 Course Syllabus (this document) during 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 Topics handout on Canvas (http://canvas.fgcu.edu/) before class  
4. Read Running the Course’s Analytic Tools handout on Canvas before class  
5. Read SMART Goals & Objectives handout on Canvas before class  
6. Brief overview of BSG Individual Online Quiz 1  
7. Tentative Team Formation continued

August 25 & 27

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

Wednesday: 1. Chapter 2 continued  
2. Review draft of each Team Performance Contract in class  
3. Drafts of Team Performance Contracts due by 7:00 a.m. via Canvas
September 1 & 3

Monday:  1  No Classes: Labor Day Observed

Wednesday:  1  Read textbook Chapter 3: Evaluating a Company’s External Environment before class
  2  Read textbook Guide to Case Analysis on pages CA1-CA12 towards very back to book and be prepared to ask questions (will only cover briefly in class)
  3  Read Individual Written Case Analysis Guidelines handout on Canvas before class
  4  Skim BSG Annual Report handout on Canvas before class
  5  Skim BSG Annual Report Outline handout on Canvas before class
  6  Finalized Team Performance Contracts due by 7:00 a.m. via Canvas

September 8 & 10

Monday:  1  Read textbook Case 1: Mystic Monk Coffee before class
  2  Read Financial Analysis Notes handout on Canvas before class
  3  BSG: Year 11 simulation practice decision due by 7:00 a.m. via BSG Web site
  4  BSG: Individual Online Quiz 1 due by 7:00 a.m. (open book; 45 minute time limit) via BSG Web site
  5  Team Self-Evaluation Report due by 7:00 a.m. via Canvas for the period from August 25 to September 8

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

September 15 & 17

Monday:  1  Read textbook Case 4: Sift Cupcake and Dessert Bar before class
  2  BSG: Year 12 simulation practice decision due by 7:00 a.m. via BSG Web site
  3  Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas
  4  BSG: Simulation reset at 5:00 p.m.

Wednesday:  1  Read textbook Chapter 5: The Five Generic Competitive Strategies before class

September 22 & 24

Monday:  1  “Case 2: Costco Wholesale in 2012: Mission, Business Model, and Strategy” Individual Written Case Analysis written from the perspective of Costco Wholesale due by 7:00 a.m. via Canvas
  2  Brief overview of BSG Individual Online Quiz 2
  3  BSG: Year 11 simulation decision due by 7:00 a.m. via BSG Web site
  4  Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas

Wednesday:  1  Read textbook Chapter 6: Strengthening a Company’s Competitive Position: Strategic Moves, Timing, and Scope of Operations before class
September 29 & October 1

Monday:  
1. Exam #1: Textbook Chapters 1-6  
2. BSG: Year 12 simulation decision due by 7:00 a.m. via BSG Web site  
3. Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas  

Wednesday:  
1. Read textbook Chapter 7: Strategies for Competing in International Markets before class

October 6 & 8

Monday:  
1. Read textbook Chapter 8: Corporate Strategy before class  
2. BSG: Year 13 simulation decision due by 7:00 a.m. via BSG Web site  
3. Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas  

Wednesday:  
1. Read textbook Case 20: The Walt Disney Company: Its Diversification Strategy in 2012 before class  
2. Read the BSG 3-Year Strategic Plan Assignment handout on Canvas before class  
3. BSG: Year 14 simulation decision due by 7:00 a.m. via BSG Web site  
4. BSG: Individual Online Quiz 2 due by 7:00 a.m. (open book; 90 minute time limit) via BSG Web site

October 13 & 15

Monday:  
1. Read textbook Chapter 9: Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy before class  
2. BSG: 3-Year Strategic Plan due by 7:00 a.m. via BSG Web site  
3. BSG: Year 15 simulation decision due by 7:00 a.m. via BSG Web site  
4. Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas  

Wednesday:  
1. Read textbook Case 30: Frog’s Leap Winery in 2011—The Sustainability Agenda before class  
2. BSG: Year 16 simulation decision due by 7:00 a.m. via BSG Web site

October 20 & 22

Monday:  
1. Read textbook Chapter 10: Building an Organization Capable of Good Strategy Execution before class  
2. Read AACSB Integration and Writing Assessment Assignment handout on Canvas before class  
3. BSG: Year 17 simulation decision due by 7:00 a.m. via BSG Web site  
4. BSG: Individual student registration on the BSG Web site due by 7:00 a.m. for students who have not yet registered to avoid 25 point grade deduction on individual grades for both the Simulation and 3-Year Strategic Plan  
5. Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas  

Wednesday:  
1. Read textbook Case 22: Robin Hood before class
October 27 & 29
Monday:
1. Read textbook Chapter 11: Managing Internal Operations before class
2. Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas

Wednesday:
1. Read the article: The Balanced Scorecard: Measures that Drive Performance before class
2. AACSB Integration and Writing Assessment Assignment due by 7:00 a.m. via Canvas

Friday, October 31: Last Day to Drop/Withdraw without Academic Penalty for Fall 2014

November 3 & November 5
Monday:
1. Read textbook Chapter 12: Corporate Culture and Leadership before class
2. In-class activity: Organizational Culture Assessment (no prior student preparation needed)
3. Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas

Wednesday:
1. Chapter 12 continued

November 10 & 12
Monday:
1. Read textbook Case 26: Henkel: Building a Winning Culture before class
2. Weekly Team Self-Evaluation Report due by 7:00 a.m. via Canvas

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

November 17 & 19
Monday:
1. Read textbook Case 16: Eastman Kodak in 2012: Will Its Post-Bankruptcy Strategy Be Successful? before class
2. No Weekly Team Self-Evaluation Report due. Submit a Team Self-Evaluation Report for the period from November 10 through November 19 on November 19

Wednesday:
1. BSG: Team Annual Report debriefing session
2. BSG: Team Annual Reports due by 7:00 a.m. via Canvas
3. Team Self-Evaluation Report due by 7:00 a.m. via Canvas for the period from November 10 through November 19

November 24 & 26
Monday:
1. Read textbook Case 29: The Upper Big Branch Mine Disaster before class

Wednesday:
1. No Class: Thanksgiving Observed
December 1 & 3

Monday: ① Read textbook *Case 25: Herman Miller Inc. in 2012: An Ongoing Case of Reinvention and Renewal* before class

Wednesday: ① Read textbook *Case 24: Starbucks in 2012: Evolving into a Dynamic Global Organization* before class

**Finals: Friday, December 12 from 7:30 a.m. to 10:15 a.m. in Lutgert Hall – Room 1204**

① There is not a final exam for this course, *but class will meet* for an end of the semester reflection/debriefing session.