FLORIDA GULF COAST UNIVERSITY
Lutgert College of Business
Department of Management

GEB 4890
BUSINESS STRATEGY
CRN 81126

Fall 2014
August 18 – December 9, 2014
Monday & Wednesday
12:30-1:45pm
LH 2202

Dr. ARTHUR J. RUBENS
Professor of Department of Management
Dr. ARTHUR J. RUBENS is a Professor of Management in Lutgert College of Business and founding faculty of Florida Gulf Coast University in Fort Myers, FL. In addition, he is the Associate Director of the Regional Economic Research Institute. He currently teaches in the BS, MBA, EMBA, and international programs at FGCU. Dr. Rubens primary areas of teaching and research interests are in Business Strategy, Leadership, International Management, Economic Development, Entrepreneurship, Ethics, and Quality Management. Prior to Dr. Rubens current appointment, he held joint faculty and administrative position as the Director of Sponsored Projects and Programs in the College of Business, Center for Leadership and Innovation. In addition, he was the founding Chair of the Public Administration Department at FGCU.

Dr. Rubens received his doctorate in health administration in 1990 from the University of Pittsburgh and has Master Degrees in Public Administration and Health Science. Dr. Rubens has over 25 years professional experience in the management field as a manager, educator, researcher, entrepreneur, and consultant which includes management and executive professional development training and organizational consulting for private, public and non-profit entities.

Dr. Rubens is an active researcher, keynote speaker and workshop presenter and has authored and co-authored numerous publications in international business, leadership, economic development, ethics, and health service delivery. Dr. Rubens has taught students from all over the world, having most recently taught in Italy, New Zealand, Denmark, Germany, and China. Dr. Rubens was born in Canada and lived and worked for several years in Europe. He has traveled extensively throughout Europe, the Middle East, Africa, and Asia, and has lived in Southwest Florida since 1997.
COURSE CATALOG DISCRIPTION
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 DESCRIPTION
This capstone course focuses on the process of strategic management in organizations. This involves the evaluation of the organization’s situation, analysis and selection of strategic alternatives, and implementation and evaluation of the strategic plan. The course develops the student’s ability to work within a team (comprised of various business majors), as well as oral, written, and analytical skills. The course presents conceptual information through readings, lectures, a business game simulation, team presentations, and other class activities. The analysis of case studies of actual business situations including international, nonprofit, manufacturing, and service industries will serve as a means of applying the course concepts and develop the students’ ability to integrate business concepts. The course requires the students to utilize information from a variety of business areas covered in the Business Core including: Accounting, Information Systems, Finance, Marketing, and Management.

Credit Hours
For each credit of a class, you should expect to spend one hour in class and an average of two – three hours preparing outside of class each week. Therefore, since this is a three-credit class, you should plan to devote an average of 9 to 12 hours a week to this class.

LEARNING OUTCOMES/ASSESSMENT

LCOB Mission Statement
The Lutgert College of Business provides a high quality, student-centered learning environment to prepare students with the knowledge and skills needed to contribute to and take leading positions in business and society. Our faculties are devoted to teaching excellence, scholarship, and service that enhances our academic and business communities and we are dedicated to building partnerships that foster the economic growth of the southwest Florida region and beyond.

Management Department Mission Statement
The department of management creates an environment that enables students to develop managerial knowledge and leadership skills, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; (2) identify, understand, and implement positive solutions to organizational issues; and (3) build leadership capabilities to effectively manage organizational change in the global environment.
### EVALUATION ASSESSMENT

<table>
<thead>
<tr>
<th>I</th>
<th>Business Strategy Game 3-Year Strategic Plan</th>
<th>V</th>
<th>Individual Case Analyses</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>Business Strategy Game Computer Simulation</td>
<td>VI</td>
<td>Exam 1 (Chapters 1-6 of text)</td>
</tr>
<tr>
<td>III Business Strategy Game Annual Report/ Presentation*</td>
<td>VII</td>
<td>Exam 2 (Chapters 7-12 of text)</td>
<td></td>
</tr>
<tr>
<td>IV BSG Strategy Game quizzes</td>
<td>VIII</td>
<td>Class Participation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal &amp; Learning Objective. BBA Graduates will:</th>
<th>Learning Objective MAN graduates will:</th>
<th>Course Learning Objectives (Measureable)</th>
<th>Assessments Used to Measure Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the business Environment (E)</td>
<td>• Analyze ethical issues as they apply to management.</td>
<td>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.</td>
<td>I, II, III, IV, V, VI, VII</td>
</tr>
<tr>
<td>• Demonstrate knowledge of ethical Issues.</td>
<td>• Propose solutions to business problems in a global environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate knowledge of global factors influencing business.</td>
<td>• Explain the importance of environmental responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explain the importance of environmental responsibility.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Be effective Problem solvers (P) | | | |
| • Solve business problems using analytical tools. | • Propose solutions to organizational issues | 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. | I, II, III, IV, V, VI, VII, VIII |

| Be effective Communicators (C) | | | |
| • Deliver effective oral presentations. | • Demonstrate effective oral communication skills. | Demonstrate effective oral and written and work effectively in diverse teams | I, II, III, V, VII |
| • Prepare effective written reports. | • Prepare effective written materials. | | |
| | • Work effectively in diverse teams | | |

| Have interdisciplinary business Knowledge (K) | | | |
| • Understand main concepts & definitions in accounting, economics, finance, information systems, management, marketing, and operations management. | • Explain key Management theories and practices. | Integrate different 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. | I, II, III, VIII |
| • Integrate knowledge across disciplines. | | | |
TEACHING METHODS & LEARNING STRATEGIES

Course will be conducted as a seminar, which will include instructor presentation, class and e-mail participation, individual and group exercises, case analysis, individual research, and individual and group presentation. The first part of most classes will use a traditional learning strategy of instructor presentation and class participation. The second part of each class will use exercises, cases studies, class discussion, and class presentation.

Learning strategies will be student focused, using both self-directed and group interaction. Students will be encouraged to apply his/her own professional experiences and perspectives to support and reinforce class material, class debates, and in-class and e-mail discussion.

TEXTS AND READINGS


   Business Strategy Game & GLO-BUS Simulation Pre-Paid Access Code. ISBN: 978-0-07-811270-6 (Business Strategy Game (BSG) Registration via BSG’s credit card registration process or via a prepaid access code available for purchase at the university bookstore).

2. Select Readings/Cases (posted to Canvas Course Learning Page)

   Optional


   Supplementary reading material: To achieve an optimal learning experience and to facilitate class discussions, it will be useful to read newspapers and magazines related to the field of strategic management, such as (available at the library):

   - The Financial Times
   - The Wall Street Journal
   - Fortune
   - The Economist
   - Business Week
   - Other business periodicals
COURSE REQUIREMENTS

CASE ANALYSES
Cases provide you with the opportunity to analyze real world situations and then make specific recommendations on how best to address these issues. We will be exploring several cases during the semester. You should diligently review assigned case studies for class discussions. In addition, questions from the case study will be asked on exam 1 and 2. For your case analysis, students will prepare a case presentation and will also have a case in which they will analyze and write-up. Below is brief overview of these assignments:

1. **Team Case Presentation:** Working with your assigned BSG Teams, student teams will be assigned a case study from the text book to present to class. Assignment of the case study will be given the 2nd class session. From this, student teams will prepare a pp presentation of the case which will be presented to the class on the date the case is due. For this assignment, it is expected that assigned student teams will generate discussion among his/her students of the issues regarding the case and respond to student's comments and commentaries. In short the student team members will serve as "instructor/facilitator" for the case discussion. In addition, all student teams will develop at least 4 multiple choice questions from their assigned case study.

   The pp for the presentation and the multiple choice questions (with answer key) from the case will be given to the instructor “prior” the presentation of the case study.

2. **Individual Case Analysis:** All students will be assigned one case study to analyze and to conduct a written analysis (this case study will be different than the team case presentation). The focus of the written analyses should include:

   a) **Introduction:** An identification and discussion of the one or two key strategic problems/issues detected in the case (you will be assessed on your ability to size-up the organization’s situation and to identify key problems/issues);

   b) **Study Questions:** Response to Case Study Questions (you should respond to the specific questions and ensure that you include elaboration on the appropriate analytical techniques to be used and should demonstrate sound logic); and

   c) **Summary** of the organization’s future prospects.

   It is expected that that the written analysis of the case range from 7-10, typewritten, double-spaced pages. For the analysis, you do not need to conduct additional research on the cases beyond the information provided in the text. Papers will be graded on grammar, spelling, and style in addition to content. Cases should be double spaced, employ 1” margins, use headings and subheadings where appropriate (list questions), use page numbers, use a 12-point Times or Times New Roman font. Refer to class schedule for date that case will be discussed and individual case write-up (Cases will be
assigned to student teams the first class session). Also, case study questions can be found in our Canvas Course Website and on the website of textbook.

**Special Note:**
- Refer to class schedule in the syllabus for date that case will be discussed and due date for individual case study write-up.
- The selection of team cases will be assigned to student teams the 2nd class session, and posted to Canvas.
- *Refer to Appendix one and two* for case study questions and outline for case written analysis.

**BUSINESS STRATEGY GAME (BSG GAME)**

**Computer Simulation**
The Business Strategy Game computer simulation ([http://www.bsg-online.com/](http://www.bsg-online.com/)) is a central part of this course. It involves you and your teammates (groups of 4 or 5 students) running a company within an industry (the athletic footwear industry) for a number of years (or decisions). Your team will be in direct competition with other teams in the class. You will play the game for a minimum of 5 years (decisions) and potentially a maximum of 10 years (decisions).

**Annual Report/Presentation**
After the game is completed, you and your teammates will present your results in an annual report at the end of the semester. The report will consist of both written and oral components. The written portion of the report should be approximately 15 pages long and should resemble a typical corporate annual report. The report must be a minimum of 15 pages in length, plus any additional appendices, exhibits, and bibliography. The oral team presentation should be approximately 11-13 minutes long and be structured as a report to management. It must be presented using the highest standards of professionalism. Please see the handout "GEB 4890 Annual Report and Presentation" found in our Canvas Course Website for more details on this assignment *Note: Short Summer Session will not include Oral Presentation.*

**Three Year Strategic Plan**
Teams will complete the in-game strategic plan after submitting their decisions for year 13. The strategic plan will focus on years 14-16. Details about the strategic plan are available within the Business Strategy Game.

**Quizzes**
Two quizzes will be taken as part of the BSG Game. The first quiz measures your understanding of Rules of the Game, and the second quiz assesses your understanding of making decisions in the game.

**TEAMS AND TEAM-WORKING**
A large percent of your course grade is determined through materials that you produce as part of a team. Teammates are expected to contribute fully to the process of team activities. To support this goal, teams will practice self-evaluation and self-management.
**Self-Evaluation**
Self-evaluation means that team members will formally evaluate their teammates’ participation in the team process over the course of the semester. This will be achieved through the submission of a formal written evaluation by each team member of his/her teammates periodically during the semester and completion of BSG Co-Manager Evaluation concurrent with the submission of the Business Strategy Game Annual Report. Failure by any student to submit appropriate written evaluations is equivalent to not submitting a required work assignment and will result in the student receiving a grade of 0 for all this activity. Please note, however, unlike other assignments, there will not be an opportunity to submit a late evaluation, as it would entail a delay in the processing of team grades.

Teams must remember that it is their responsibility to manage internal dynamics: from workload assignment, coordination of activities, to general team operations. If a team is unable to manage itself or a member, there exists a formal policy for removing a member from the team (see the self-management paragraph below); however, teams that are having internal management problems are strongly encouraged to solve them within the team and in informal discussions with the instructor before beginning the formal process of removing a member from the team.

**Self-Management**
Self-management means that teams have the right to drop team members that are not performing satisfactorily within the team. This will occur through a two-step process. First, the entire team must formally meet with the instructor to discuss and attempt to overcome the problem (please note: the informal meeting with the professor described in the self-management paragraph above is not a prerequisite for this formal meeting; however, it is strongly encouraged and will lend credence to a team’s concerns about a teammate. I can imagine many situations where the informal meeting may not occur, such as where the team member’s work quality or participation in the team process is so poor from the start that immediate action is desired, or the team member cannot or will not informally meet or discuss his/her perceived problems within the team).

If the formal meeting still does not rectify the problem, the team has the right to drop the member from the team (again, 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 failing the course with a grade of 0.

**EXAMS:**
Two multiple choice exams will be given from course material including text, readings, lectures, and case studies. (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))

**PARTICIPATION:**
Regular attendance and being prepared for class is mandatory and will be graded. Refer to Class and University Policy Sections for more information.

Refer to Appendix three for more information
**FINAL GRADE: EVALUATION/WEIGHT**

Student’s final grade will be evaluated and based upon both individual (59%) and team efforts (41%). The course will be graded on the following weights:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Team Assignment</em></td>
<td>41%</td>
</tr>
<tr>
<td>A) Business Strategy Game 3-Year Strategic Plan</td>
<td>3%</td>
</tr>
<tr>
<td>B) Business Strategy Game Computer Simulation</td>
<td>20%</td>
</tr>
<tr>
<td>C) Business Strategy Game Annual Report/Presentation</td>
<td>13%</td>
</tr>
<tr>
<td>D) Team Peer Evaluation (individually assessed)</td>
<td>5%</td>
</tr>
<tr>
<td><em>(Approximate weight of each team assignment)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Individual:**

E) Business Strategy Quizzes (Quiz 1=2%; Quiz 2=3%)                        | 5%     |
F) Individual Case Analyses                                               | 10%    |
G) Exam 1: Chapters 1-6 of text                                           | 14%    |
H) Exam 2: Chapters 7-12 of text                                          | 15%    |
I) Class Participation<br>-Attendance, participation, and in-class assignments | 10%    |
J) Team Case Presentation (individually assessed)                         | 3%     |
K) AACSB Integration and Writing Assessment Assignment                     | 2%     |

**Total**                                                                  | 100%   |

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>D</td>
<td>60–69.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt; than 59.9</td>
</tr>
</tbody>
</table>

**Workload**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>*Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Meeting (minimum)</td>
<td>45</td>
</tr>
<tr>
<td>ETS Exam</td>
<td>3</td>
</tr>
<tr>
<td>Total Contact Hours</td>
<td>48</td>
</tr>
<tr>
<td>BSG Meetings and Final Report Preparation</td>
<td>60</td>
</tr>
<tr>
<td>Class preparation and Private Study</td>
<td>60</td>
</tr>
<tr>
<td>Exam Preparation</td>
<td>30</td>
</tr>
<tr>
<td>Total Non-Contact Hours</td>
<td>150</td>
</tr>
</tbody>
</table>

**TOTAL HOURS**<br>

*Estimation of hours*
CLASS AND UNIVERSITY POLICY

Attendance Policy
Class attendance is expected and will be noted regularly.

Contact:
The best way to contact me is through email. You must check your FGCU email or you may not receive my emails that I send through Canvas. It is my policy to try to get back with you within 24 hours. Please note, although I try to, that I may not be able to always respond to emails on the weekend so if you need a quick response, please try and send me your questions during the week.

Class Participation
Participation points will be assigned for each class. It is expected that students actively contribute to classroom discussions and to a positive learning environment in the classroom. Students should be aware that a perfect attendance record is not sufficient to obtain a high mark for the 10% of the evaluation given to participation. Examples of behaviors that contribute to a high mark in class participation are:

- Active and interested involvement in classroom discussions
- Helpful and effective responses to questions and issues raised in class
- Contributions that help the learning of other students and the class as a whole
- Contributions that demonstrate good preparation for class and mastery of course material
- Assistance to the instructor in class activities when requested

Behaviors that will result in significant loss of participation marks include (but are not limited to):

- Regularly arriving late to class (and/or leaving early)
- Consistently failing to be involved in classroom discussions and activities
- Needless surfing of the Internet, instant or text messaging
- Disrespect for contributions made by other students
- Disruptive and distractive behaviors (e.g. side conversations and rudeness)
- Evident lack of preparation for class and classroom activities
- Failing to assist the instructor in maintaining a positive learning atmosphere in class

ALL students should have read and be prepared to discuss course topics, cases and other subject matter on the dates indicated in this syllabus. You are advised to get to know the instructor at an early stage. I really want to know you and your names. Photographs will be taken in an early class to ensure the instructor knows who you are. In addition, I will ask you to fill out a seating chart and remain in the same seat for the rest of the class so I can better learn your names. Finally, I might ask you to write your name on a “tent card” and bring it with you to each class.
Grading of participation will be discussed further in an early class, however, some general principles include:

- Pay Attention to what you are told
- Attend the early classes when participation is discussed. Pay attention to what is said in class and READ the information in this syllabus and in other handouts you will be given in class or on CANVAS.
- **Ask for help if you need it.** If you are unsure about the effectiveness of your classroom participation then you should consult the instructor **in person, in office hours**, as soon as possible.
- **Come to class prepared.** All students are expected to come to class prepared for class review and team discussion cases as shown on the syllabus.

### GRADING RUBRIC

<table>
<thead>
<tr>
<th>Points/Grade</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 A</td>
<td>Attend, be on time for class and be attentive</td>
</tr>
<tr>
<td>80 B</td>
<td>Attend but late for class but was otherwise attentive</td>
</tr>
<tr>
<td>70 C</td>
<td>Came late and left early or was disengaged from the instruction</td>
</tr>
<tr>
<td>0 F</td>
<td>Absence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Quantity and Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Participates frequently in each session (in a manner that relates to other points discussed and encourages further conversation) and contributions are relevant to the discussion.</td>
</tr>
<tr>
<td>11-15</td>
<td>Participates occasionally each session (in a manner that relates to other points and encourages conversation) and/or contributions are relevant to the discussion but make vague reference to readings with no specific examples to make key points and does not complete all assigned exercises.</td>
</tr>
<tr>
<td>6-10</td>
<td>Student seldom participates or contributions are relevant to the discussion but contain no citations of readings with no specific examples to make key points and only completes some of the class exercises.</td>
</tr>
<tr>
<td>1-5</td>
<td>Seldom participates or contributions are not relevant to the discussion, have no reference to readings and contain no specific examples to make key points and does not complete class exercises.</td>
</tr>
<tr>
<td>0</td>
<td>Does not participate in classroom discussions.</td>
</tr>
</tbody>
</table>
Computer and Internet Policy
This class requires your full attention and participation. It is my policy to allow use of laptops in class **ONLY WITH THE WIRELESS FACILITY TURNED OFF**. The only permitted exception is when you are instructed otherwise as a part of in class activities. You are not allowed to use in-class telephone/PDA text, instant or email messaging under any circumstances. You have plenty of time outside class for such activities – don’t waste time in-class.

I regard needless surfing of the Internet, instant and text messaging as equivalent to openly reading a newspaper or magazine or holding a cell phone telephone conversation in class. Therefore I consider such behaviors both distracting to the learning of other students (as well as yourself) and discourteous to the class and to the instructor. Please be aware such behaviors are not only against my policy but will lose you significant participation marks.

Make-Up Exams
Make-ups for exams will NOT normally be given. The only exception will be well-documented SERIOUS emergency, natural disaster, or serious illness of the student or close family member. In relevant cases physician’s confirmation will be required. Make-ups will absolutely NOT be given because the date of exam happen to clash with student’s travel plans, sports activities or regular work schedules. ALL requests for make-ups will need to be thoroughly documented.

Academic Dishonesty/Cheating Policy
"All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the "Student Code of Conduct in the Student Guidebook. 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/judicialaffairs/new.html](http://studentservices.fgcu.edu/judicialaffairs/new.html)

Plagiarism
Plagiarism occurs whenever you copy someone’s writing, even partially, and fail to reference it in your paper. If anyone is found plagiarizing, they will be given an automatic 0 for their assignment and the team will be turned over to Judicial Affairs. In addition, you are responsible for your team members. If anyone in your team is caught plagiarizing, then the whole team will be given a 0 for the assignment. **IF YOU HAVE ANY QUESTIONS AS TO WHETHER SOMETHING WILL BE CONSIDERED PLAGERIZED, BE SAFE AND REFERENCE THE SOURCE.** If you copy a substantial amount of the sentence from a source, it should be referenced with QUOTATIONS. If you paraphrase it, you must reference it but you do not need quotes.
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.”

Center for Academic Achievement
The Center for Academic Achievement (CAA) provides academic support services to all FGCU students. Students can take advantage of our free peer tutoring and Supplemental Instruction sessions for lower-level math and science courses, as well as workshops to facilitate the development of skills necessary for college success. If you would like to participate in any of our programs, learn about tutoring services, or meet with an Academic Retention Coordinator, please visit the CAA in Library 103 or call us at (239) 590-7906. The website for CAA is www.fgcu.edu/CAA.

Resources for Faculty General Education
Information on General Education program requirements is available online at http://www.fgcu.edu/General_Education/index.html
Service-Learning: Information on integrating service-learning into the course and course syllabus is available online at http://www.fgcu.edu/Connect/
Distance-Learning: Information on distance learning courses is available online at http://itech.fgcu.edu/distance/
Online Tutorials: Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

CANVAS Learning Management System and Demonstration Site
Information on CANVAS is available online at http://elearning.fgcu.edu/frames.aspx and http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent
Business Journal Databases, Industry Databases, and Current Business Newspapers and Periodicals

FGCU has numerous Databases to access business journals and industry.

You can access numerous research guides through the link on FGCU’s library homepage called “Research Guides” and then select Business. You can also access all of the business databases by clicking on the “Databases” link on the library homepage and selecting “Business & Industry” (http://library.fgcu.edu/). For example, if you seek information on select businesses and industries, you can go to http://fgcu.libguides.com/industry_information, click on the “Choosing a Database” tab to get to many of FGCU’s databases. Some great resources on industry data include, IBIS World, Mergent Online, Business Source Premier, Business and Company Resource Guide Center, Standard & Poor’s, and Netadvantage. In addition to the electronic sources, you can Click on the “Books” tab to find the call numbers of Troy’s and RMA. Those two sources are in hard copy only and located in the reference area of the library. The library also has an electronic access to Dunn & Bradstreet Key Business Ratios on the Web if you’re unable to get to campus.

If you wish to access current business periodicals such as Financial Times, you can go to the below listed link to access this publication. http://ze7cm3rw7t.search.serialssolutions.com/?V=1.0&N=100&L=ZE7CM3RW7T&S=A C_T_B&C=financial+times. Other business periodicals such as Wall Street Journal, Economist, Bloomberg Business Week can also be accessed through FGCU’s Library databases.
## GEB 4890
**BUSINESS STRATEGY**
*CLASS SCHEDULE: FALL 2014*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic/Readings, Cases, &amp; Assignments</th>
</tr>
</thead>
</table>
| 1    | 8/18       | **Introduction**  
  Introduction to Class  
  Overview of Team Formation & Assignment |
|      | 8/20       |   |
| 2    | 8/25       | **Strategy Basics and Business Strategy Game (BSG)**  
  Chapter 1: What is Strategy  
  **Case Study:** #2 Costco (*Class Discussion*)  
  Read Guide to Case Analysis, (available at [ww.mhhe.com/thompson](http://ww.mhhe.com/thompson)) and on CANVAS  
  BSG activity #1: *Breaking the Ice* (Due 11:59pm)  
  **Assignments:** Case Study Team Assignments and Final BSG Team Assignment |
|      | 8/27       |   |
| 3    | 9/01       | **NO CLASS** (Labor Day Holiday)  
  **Strategy Process**  
  Chapter 2: Charting a Company’s Direction: Vision and Mission, Objectives and Strategy  
  **Review:** Robin Hood Case Study (#22) |
|      | 9/3        |   |
| 4    | 9/8        | **External Analysis**  
  Chapter 3: Evaluating a Company’s External Environment  
  **Internal Analysis**  
  Chapter 4: Evaluating a Company’s Resources and Competitive Position (Quiz 1 Open) – 5:00 pm |
|      | 9/10       |   |
| 5    | 9/15       | **Strategic Choices**  
  Chapter 5: The Five Generic Competitive Strategies: Which One to Employ?  
  Read HBR article: Porter, Five Forces  
  **Case Study:** #6 Lululemon Athletica, Team Presentation Letter: ___  
  BSG activity #2: *Launching Your Firm* (Due at 11:59pm)  
  **Individual Online Quiz #1 due by Noon** (45 minutes)  
  First practice decision due Sunday at 11:59pm |
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic/Readings, Cases, &amp; Assignments</th>
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| 6    | 9/22       | **Case Study: #11 Netflix in 2012, Team Presentation Letter: ____**  
First Practice Session Review |
|      | 9/24       | **Case Study: #13 Google Strategy in 2012, Team Presentation Letter: ____**  
BSG activity #3: Creating a Winning Strategy *(Due by 11:59pm)*  
*(Work as Team on 2nd Practice Session)*  
Second Practice Session due by 11:59pm |
|      | 9/28       | **DATA RESET: SUNDAY, 11:59 pm** |
| 7    | 9/29       | **Strategy Development**  
Chapter 6: Strengthening a Company’s Competitive Position |
|      | 10/1       | **Exam Review**  
Exam Review  
BSG Activity #4: *Exploring International and Implementation Issues* *(Due 11:59pm)* |
|      | 10/5       | **First Simulation Decision due Sunday, 11:59 pm - Year 11** |
| 8    | 10/6       | **Exam and Corporate Strategy and Diversification**  
Exam 1: Chapters 1-6  
*Quiz 2 Opened: 5:00 pm* |
|      | 10/8       | **Corporate Strategy and Diversification**  
Chapter 8: Diversification and the Multi-Business Company  
Second Simulation Decision due by 11:59pm - Year 12 |
|      | 10/12      | **Third Simulation Decision due: Sunday by 11:59 pm - Year 13** |
| 9    | 10/13      | **International Strategy**  
Chapter 7: Strategies for Competing in International Markets  
**Case Study: #20 Walt Disney Company: Case Write-up Due at Noon**  
*(Submit one copy of case to dropbox and bring one hard copy to class)* |
|      | 10/15      | **Case Study: #18 Tata Motors, Team Presentation Letter: ____**  
**Individual Online Quiz #2 due by Noon** *(90 minutes)* |
|      | 10/19      | **Three year strategic plan due by Sunday at 11:59pm**  
Fourth Simulation Decision by Sunday at 11:59pm - Year 14 |
| 10   | 10/20      | **Strategic Management and Execution, and Balance Scorecard**  
Chapter 10: Building an Organization Capable of Good Strategy Execution  
Chapter 11: Managing Internal Operations |
|      | 10/22      | **Case Study: #24 Starbucks, Team Presentation Letter: ____**  
**Read/Review: HBR-Balance Scorecard**  
**Fifth Simulation Decision by 11:59pm - Year 15** |
<p>|      | 10/26      | <strong>Sixth Simulation Decision Due: Sunday by 11:59 pm Year 16</strong> |</p>
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<th>Week</th>
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<tr>
<td>11</td>
<td>10/27</td>
<td><strong>Ethics and CSR</strong>&lt;br&gt;Chapter 9: Ethics and CSR&lt;br&gt;Read: CSR: Creating Shared Values</td>
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<td>10/29</td>
<td><em>Case Study: #29 Mine Disaster, Team: ___&lt;br&gt;Seventh Simulation Decision by 11:59pm Year 17</em></td>
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<td>11/2</td>
<td><strong>Eighth Simulation Decision by Sunday, 11:59 pm Year 18</strong></td>
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<td>12</td>
<td>11/3</td>
<td><strong>Corporate Culture and Strategy Execution</strong>&lt;br&gt;Chapter 12: Corporate Culture and Leadership-Strategy Execution</td>
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<td><strong>Exam Review</strong></td>
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<td><strong>Ninth Simulation Decision Due by Sunday, 11:59 pm Year 19</strong></td>
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<td>13</td>
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<td><strong>Exam 2 Review</strong>&lt;br&gt;Tenth Simulation Decision Due by 11:59pm Year 20</td>
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<td>14</td>
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<td><strong>Exam 2</strong>&lt;br&gt;Chapters 7-12</td>
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<td>11/19</td>
<td><strong>BSG Team Paper (Review/Discussion)</strong></td>
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<td>15</td>
<td>11/24</td>
<td><strong>BSG Team Paper Preparation</strong>&lt;br&gt;<em>Course Recap and Course Evaluation</em></td>
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<td>11/26</td>
<td><strong>Thanksgiving Holiday</strong></td>
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<td>16</td>
<td>12/1</td>
<td><strong>Final Assignments Due and Beginning of Team Presentations:</strong>&lt;br&gt;Team Annual Reports <strong>Due by Monday at Noon</strong> via Canvas (Dropbox)&lt;br&gt;Team Peer Evaluations <strong>due by Monday at Noon</strong> via Canvas (Dropbox)&lt;br&gt;<em>Bring Hard Copy of Report and PP to Class day of Presentations (Presentation Teams A, B, C)</em></td>
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<td>12/3</td>
<td><strong>BSG Presentations</strong>&lt;br&gt;BSG Team Presentations: Teams: D, E, F&lt;br&gt;AACSB Integration and Writing Assessment Assignment due</td>
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<td>17</td>
<td>12/8</td>
<td><strong>Class Recap</strong></td>
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<td>12/9</td>
<td>+<strong>Final Exit Examination</strong>&lt;br&gt;(To be completed on or prior to completion of Final Exam Week)**</td>
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*The syllabus and course schedule may be modified at the discretion of the instructor.*

+For the Final Exam or ETS, you must individually schedule a time during the semester to take the Examination (Please contact LCOB Office of Advising and Student Affairs, for more information on this graduation requirement).
Appendix One

BSG TEAM CASE STUDY PRESENTATION/QUESTIONS*

As part of your case study assignment, each BSG team has been assigned a case study to discuss in class. The BSG team will serve as “lead discussant(s)” for the case. As “lead discussant” student teams will present the case study and generate discussion among your students on the issues regarding the case. The case study questions can serve as a general guide to present a pp presentation of the case. Generally the case study presentation consists of 20 – 25 minutes for presentation and 5-10 minutes for questions and answers. Also, as part of the assignment, students will develop 4-6 multiple choice questions for the assigned case.

Below are the lists of the case study questions. Please note that teams don’t have to answer all questions in their presentations; their role and responsibilities for this assignment is primarily to present the issues of the case and very importantly to generate discussion among the students of the pertinent issues found in the case.

Case 6: Lululemon Athletica, Inc.

1. How strong are the competitive forces confronting lululemon in the market for performance-based yoga and fitness apparel? Do a five-forces analysis to support your answer.

2. What does your strategic group map of the performance sports apparel industry look like? Is lululemon well positioned? Why or why not?

3. What do you see as the key success factors in the market for performance-based yoga and fitness apparel?

4. What does a SWOT analysis reveal about the overall attractiveness of lululemon’s situation?

5. What are the primary components of lululemon’s value chain?

6. What are the key elements of lululemon’s strategy? If you have previously covered the Under Armour case, what features of lululemon’s strategy stand out as being different from the strategy at Under Armour?

7. Which one of the five generic competitive strategies discussed in Chapter 5 most closely approximates the competitive approach that lululemon is employing?

8. What does the data in case Exhibit 1 reveal about lululemon’s financial and operating performance?

9. What 3-4 top priority issues do Christine Day and lululemon management need to address?

10. What recommendations would you make to lululemon CEO Christine Day? At a minimum, your recommendations should cover what to do about each of the top priority issues identified in question 9.
Case 11: Netflix 2012: Can it Recover from its Strategy Missteps

1. How strong are the competitive forces in the movie rental marketplace? Do a five-forces analysis to support your answer.

2. What forces are driving change in the movie rental industry? Are the combined impacts of these driving forces likely to be favorable or unfavorable in term of their effects on competitive intensity and future industry profitability?

3. What does your strategic group map of this industry look like? How attractively is Netflix positioned on the map? Why?

4. What key factors will determine a company’s success in the movie rental industry in the next 3-5 years?

5. What is Netflix’s strategy? Which of the five generic competitive strategies discussed in Chapter 5 most closely fit the competitive approach that Netflix is taking? What type of competitive advantage is Netflix trying to achieve?

6. What does a SWOT analysis of Netflix reveal about the overall attractiveness of its situation?

7. What is your appraisal of Netflix’s operating and financial performance based on the data in case Exhibits 2, 3, 5, and 6? What positives and negatives do you see in Netflix’s performance? Use the financial ratios in Table 4.1 of Chapter 4 as a guide in doing the calculations needed to arrive at an analysis-based answer to your assessment of Netflix’s recent financial performance.

8. How does Netflix’s competitive strength compare against that of Blockbuster and Amazon? Do a weighted competitive strength assessment using the methodology presented in Table 4.4 in Chapter 4 to support your answer. Based on your assessment and calculations, does Netflix have a net competitive advantage over Blockbuster and/or Amazon?

9. What 3-4 top priority issues does Netflix management need to address?

10. What recommendations would you make to Netflix CEO Reed Hastings? At a minimum your recommendations should cover what to do about each of the top priority issues identified in question 9.

Case 13: Google Strategy in 2012

1. Discuss competition in the search industry. Which of the five competitive forces seem strongest? weakest? What is your assessment of overall industry attractiveness?

2. How is the search industry changing? What forces seem most likely to bring about major change to the industry within the next three to five years?

3. What are the key factors that define success in the industry? What are the key resources and capabilities required of successful search engine companies? How do these compare to the key success factors of the smartphone industry?

4. Describe Google’s customer value proposition and profit formula linked to its business model. What strategies has Google relied upon to build competitive advantage in the industry?
5. Have Google’s business model and strategy proven to be successful? Should investors be impressed with the company’s financial performance? How does the company’s financial performance compare to that of Microsoft, Apple, and Yahoo? Please conduct a financial analysis to support your position—you may wish to use the financial ratios presented in Table 4.1 of the text as a guide in doing your financial analysis of the company.

6. What are the company’s key resources and competitive capabilities? What competitive liabilities and resource weaknesses does it have? What opportunities exist? What threats to its continued success are present?

7. What recommendations would you make to Google’s top-management team to sustain its competitive advantage in the search industry? How should it best capitalize on its strategic initiatives in smartphones and other ventures?

Case 18: Tata Motors: Can it become a Global Contender in the Automotive Industry

1. Describe the economic characteristics of the global motor vehicle industry.

2. What are the key success factors for a successful firm in the global motor vehicle industry?

3. What are Tata Motors’ internal strengths and weaknesses? Identify competencies and capabilities that the company’s major competitors are lacking. What market opportunities does the company have and what threats can you identify that may negatively impact the company’s future?

4. Would you describe Tata Motors international strategy as a global, transnational, or multidomestic strategy? Explain your answer.

5. What are the driving forces in the global motor vehicle industry?

6. What are the relative strengths of the five competitive forces affecting the global automobile industry.

7. What is the financial condition of Tata Motors as indicated from case Exhibits 3 and 4? What is its ability to meet short-term obligations? What advice can you offer to Tata’s management based on the information in the financial statement?

8. What do you consider to be the most important problems and issues facing Tata Motors, based on your analysis of company and the global motor vehicle industry? Prioritize these problems and issues beginning with the most important.

9. What actions would you suggest to the company’s management team to help Tata Motors sustain or improve its competitive position in the domestic market and global markets, and its long–term financial performance?
Case 24: Starbucks in 2012: Evolving into a Dynamic Global Organization
1. What was Howard Schultz’s original strategic vision for Starbucks? How many times has his strategic vision changed or evolved into something different? Is his strategic vision for Starbucks in 2011-2012 likely to undergo further evolution?

2. Has Starbucks’ strategy evolved as the strategic vision has evolved?

3. Which one of the five generic competitive strategies discussed in Chapter 5 most closely approximates the competitive approach that Starbucks is employing?

4. What are the key policies, practices, business principles, and procedures that underlie how Howard Schultz and Starbucks’ management have implemented and executed the company’s evolving strategy?

5. What “values” does Starbucks have? How well do they connect to the present strategy and to the manner in which the company conducts its business?

6. What is your evaluation of Starbucks social responsibility strategy? Is it sincere or just something the company does and talks about to create a good public image?

7. What is your assessment of Starbucks’ financial performance during fiscal years 2007-2011?

8. Has Howard Schultz done a good job since his return as Starbucks’ CEO? Why or why not? What evidence can you cite in support of your position?

9. What issues confront the company as of mid-2012? What should Starbucks’ management be worried about?

10. What recommendations would you make to Howard Schultz to sustain the company’s growth and support continued strong financial performance in the years ahead?

Case Study 29: Upper Big Branch Mine Disaster
1. How would you describe Massey Energy’s strategy leading up to the Upper Big Branch Mine disaster in April 2010? Is it ethical? Why or why not? Is there anything that Massey Energy has done or is now doing in the aftermath of that disaster that could legitimately be considered as “unethical” by its stakeholders? Explain.

2. In what ways, if any, is Massey Energy exercising corporate social responsibility? Are there any changes to its CSR strategy that you would suggest?

3. If some shareholders complained that Massey Energy has been spending too little or too much effort on corporate social responsibility, what would you tell them?


5. What specific additional actions could Massey Energy take that would make an even greater contribution to CSR and sustainability? What might be the long-term interests of shareholders? How might a commitment to CSR and sustainability contribute to Massey Energy’s competitive advantage or profitability?
APPENDIX TWO

GEB 4890: BUSINESS STRATEGY

WRITTEN CASE STUDY ASSIGNMENT

As part of your case study assignment, each student is assigned one case study to conduct a written review. The selected case study which students will write their written review is Case #20: The Walt Disney Company: Its Diversification Strategy in 2012

The focus of the written analyses should include:

1) Introduction: An identification and discussion of the one or two key strategic problems/issues detected in the case (you will be assessed on your ability to size-up the organization’s situation and to identify key problems/issues);

2) Study Questions: Response to Case Study Questions (you should respond to the specific questions and ensure that you include elaboration on the appropriate analytical techniques to be used and should demonstrate sound logic); and

3) Summary of the organization’s future prospects.

Case Study Questions:

1. What is Walt Disney Company’s corporate strategy?

2. What is your assessment of the long-term attractiveness of the industries represented in Walt Disney Company’s business portfolio?

3. What is your assessment of the competitive strength of Walt Disney Company’s different business units?

4. What does a 9-cell industry attractiveness/business strength matrix displaying Walt Disney Company’s business units look like?

5. Does Walt Disney’s portfolio exhibit good strategic fit? What value chain match-ups do you see? What opportunities for skills transfer, cost sharing, or brand sharing do you see?

6. What is your assessment of Walt Disney Company’s financial and operating performance in fiscal years 2010-2011? What is your assessment of the relative contribution of the Disney SBUs to the financial strength of Disney, based on the 2011 fiscal year financial data?

7. What actions do you recommend that Walt Disney Company’s management take to improve the company and increase shareholder value? Your recommended actions must be supported with a convincing, analysis-based argument.

Case Format:

It is expected that the written analysis of the case range from 7-10, typewritten, double-spaced pages. For the analysis, you do not need to conduct additional research on the cases beyond the information provided in the text. Papers will be graded on grammar, spelling, and style in addition to content. Cases should be double spaced, employ 1” margins, use headings
and subheadings where appropriate (list questions), use page numbers, use a 12-point Times or Times New Roman font. Refer to class schedule for date that case will be discussed and individual case write-up (Cases will be assigned to student teams the first class session). Also, case study questions can be found in our Canvas Course Website and on the website of textbook.

**Case Review Grading Rubric**

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<tr>
<td>Introduction</td>
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<tr>
<td>An identification and discussion of the key strategic problems/issues detected in the case (you will be assessed on your ability to size-up the organization’s situation and to identify key problems/issues);</td>
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<td><strong>Case Questions:</strong></td>
<td>85%</td>
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<td>· Provide full answers to the study questions</td>
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<td>· Demonstrate knowledge and mastery of case material in questions</td>
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<tr>
<td>· Demonstrate knowledge of use of strategic tools in analysis</td>
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<td>· Show analytical and critical thinking in responses</td>
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<tr>
<td>Summary/Recommendations</td>
<td>05%</td>
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<tr>
<td>Present and show analytical and critical thinking in summary and recommendations</td>
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<tr>
<td>Grammar/Spelling/Format</td>
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APPENDIX THREE

Overview of 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/). After BSG teams are selected the instructor will provide “company registration code” to each team to register. Below is the 5 steps necessary to fully register for the simulation using either a pre-paid simulation code or a credit/debit card.

1. Launch your web browser and go to http://www.bsg-online.com/
2. Click the Students button at the top-left.
3. Enter your Company Registration Code. Make sure that you enter the Registration code for the team that you have been assigned. The company registration codes are:
   
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<tr>
<th>Company</th>
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<td>Company A</td>
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4. Complete the brief registration form and click the Continue button at the bottom of the form.
5. Use a Pre-Paid Access Code  Use a Credit/Debit Card

   On the next page, enter your Prepaid Access Code (PAC) and click the PAC Registration button. Your PAC can be found on the 3x5 card that came packaged with your text (assuming your instructor special-ordered a text-simulation package and you purchased the new text-simulation package from your campus book store).

   If you purchased a used text, then you should click the Credit Card Registration button. The registration fee is $42.95 and payment may be made using Visa, MasterCard, or American Express.

   Then click the Credit/Debit Card Registration button on the next page. The registration fee is $42.95 for each team member. Have a credit/debit card ready. Payment may be made using Visa, MasterCard, Discover, or American Express. Should you not have a credit card, the easiest alternative is to use a teammate or friend's credit card to pay your registration fee and then reimburse him or her by cash or check.

Following registration, you will be directed to your Corporate Lobby page where you 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. It is important you spend time reading these information links. It will take about 15 minutes.

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 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 multiple years (decisions) after playing 2 practice years (decisions). The Business Strategy Game Player’s Guide is available at http://www.bsg-online.com/ and on our Canvas course website in the BSG Folder. The help system online within The Business Strategy Game simulation (available at http://www.bsg-online.com/) is available and provides 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/. Sample quiz questions are available in the BSG Game.

**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/).

**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.