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Office Hours: M 5:00 pm – 6:00 pm and by appointment.

University Operations during Adverse Weather Conditions

The University of North Carolina at Greensboro will remain open during adverse weather conditions unless the Chancellor makes administrative decision on schedule changes. Students can obtain details on those decisions by contacting the Adverse Weather Line at (336) 334-4400 or the following web address: http://www.uncg.edu/iss/weather.htm

Required Text & Materials


Handouts as provided.

Course Objectives and Goals

This is an integrative seminar addressing the requirements and challenges of implementing corporate, business and functional area strategies. It is a “capstone” course in that it assumes a working familiarity with all major functional areas, as well as a foundation in strategic analysis and strategy formulation.

The goal of this course is to assist students in the integration of learning and experience regarding what it takes to turn strategic thinking into organizational action. Given the capstone nature of the course heavy emphasis is placed on actively engaging the student in the creation, delivery, and evaluation of strategy implementation content. Students will therefore examine the activities of general managers as they attempt to create sustainable competitive advantage for
their companies with emphasis on implementation issues. Students will also be given the opportunity to gain experience by working as part of a team of top managers formulating and implementing strategies for a simulated company. Thus, the professor becomes more of a facilitator and less of a lecturer than in some other courses.

Students are expected to bring a wealth of existing knowledge regarding the formulation and analysis of business strategy and to be fully prepared to participate and contribute in class discussions. Participation becomes even more important than usual in a small class such as this one. The student role requires not only a willingness to learn but also a willingness to be responsible for the learning of others. Despite the fact that the course is predominantly text, case and simulation based, students would be required to provide timely real world information, examples and case updates to illustrate key learning points. It is therefore highly recommended that students subscribe and get into the habit of reading at least one of the following publications on a regular basis: Business Week, Forbes, Fortune, and the Wall Street Journal.

The Business Strategy Game (BSG): Simulations are becoming an important component in most strategy capstone courses because they are also being used in companies. The business simulation, called BSG provides you with the opportunity to gain a hands-on experience in managing a global company as a member of a top management team. Each team will formulate and implement strategies that integrate the major functional areas of a company (Finance, Human Resources, Information Technology, Marketing, and Production & Operations). You will have to make strategic decisions under conditions of uncertainty and the effect of those decisions on performance within a competitive market environment.

Grading:

BSG Simulation Exercises

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Initial statement of company mission, objectives and strategy</td>
<td>10%</td>
</tr>
<tr>
<td>Simulation performance</td>
<td>15%</td>
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<tr>
<td>Written Report</td>
<td>15%</td>
</tr>
<tr>
<td>Total Simulation</td>
<td>40%</td>
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</tbody>
</table>

Class participation (verbal) | 15%  |
Chapter presentations        | 15%  |
Group case presentations     | 15%  |
Individual written case analysis | 15%  |

Total | 100% |

Grades will be assigned on an absolute scale for any given element of the course. However, the grade distribution will be assigned in percentage terms as follows: A: 94 -100%; A-: 90 – 93%; B+: 86 – 89%; B: 82 – 85; B-: 79 – 81.

Group Formation

Many students lament the trend toward the “teaming” of organizations and student learning experiences. Yet US employers continue to identify the ability to work in groups as a key attribute of employability. In this class you will join a group and work with that group on short-term projects. We will form groups on the first night. You may select your own group members,
but the number of people in the class will determine the maximum number of members of the
group (preferably no more than 4 students in a group).

Given the structure of the course I need for the class to divide into **SIX** groups. Based on the
typical enrollment in this class group sizes would most likely be three or four people per group.
Students may pick their own group members on condition that each group must contain at least
one person **born** in the United States and one person **not born** in the United States. Time will
be allotted on the first evening of class to establish groups and meet with group members. Your
group will have the responsibility for leading the class approximately 30 minutes about every
other week. So you will want to establish some effective methods of communicating ideas and
information.

Group numbers will be determined on the first day of class. The number will determine whether
your group has partial responsibility for leading the class from the third to the eleventh week of
the class.

**Logistics**

Each night we will discuss one or two chapter readings and one or two case studies (This
applies to weeks 2 through 11). One/two groups will be in charge of presenting the chapter
materials and discussions, while one/two groups will be leading the case analysis and
discussions. For example, if Groups 1 and 2 focus on the chapter readings and accompanying
materials for that night; Group 3 will present the accompanying case. **Please submit to the
instructor a copy of your presentation – applies to both chapter highlights and case
presentations.**

**Weekly Class Schedule**

2. Group – Brief summary of chapter readings by group and discussion.
3. Break
4. Group – Case analysis and recommendation plus discussion
5. Acquaah – Discussion of BSG simulation
6. Acquaah – Brief summary of night’s class and closing remarks

**Description of Major Class Components**

**BSG Simulation Exercises (40%)**

Your team will manage a company, which would be required to make a set of decisions relating
to the functional areas. To learn the simulation, you will need to read the Player’s Manual
thoroughly, especially sections 2-6. There will also be a practice round to help you familiarize
yourself with the dynamics of the game. You will be evaluated on the following activities:

1. **Initial statement of company mission, objectives and strategy (Due February 16):** Present your company’s mission, objectives and intended strategy. The strategy statements should not be more than **FIVE** pages, double-spaced and 12-point font. Your statement should include but not limited to addressing the following questions:
   - What is the purpose of your company?
   - What are your company’s performance targets or objectives and under what timetable?
• What positions you seek in the industry or marketplace.
• What differentiates your company from your competitors? How it would enable your company to achieve superior performance?
• What is your plan for getting there? What trade-offs do you anticipate making?
• How are you organizing your top management team? What roles is each person performing? How will you make team decisions?

2. **Overall performance**: You will be awarded points based on how well your company met its different performance objectives in comparison with other companies in the same industry. Your company’s performance will be based on six performance measures, with weights in parentheses: (a) sales growth (5%); (b) earnings per share (25%); (c) return on investment (20%); (d) market capitalization (20%); (e) the company’s bond rating (15%); and (f) the company’s strategy rating (15%).

3. **Final Written Report (Due May 3)**: Each team will provide a written report to its Board of Directors and investors/analysts about the company’s efficiency and effectiveness in accomplishing its initial mission and objectives, and future prospects. The report should include the following in an integrated manner:
   • Brief review of performance.
   • Comparison of actual strategies with intended strategy.
   • Critical evaluation of actual and intended strategies and decisions within the context of the industry environment and the company’s competitive resources and capabilities.
   • Examination of top management team decision-making processes. What planning and decision process you used.
   • Presentation of the general strategy you would use if the game was to continue for five more years into the future.
   • Discussion of what you learned from the experience.

Present an honest and critical assessment of your team’s successes and failures in the light of the dynamic business and economic environment, highlighting the important critical issues your team encountered.

The report should not be more than 15 pages (including any figures or tables, which must be placed in the appendix). The report must be double-spaced, font size 12 with 1 inch margins. **You will loose points equal to 5% of the BSG grade for each violation.**

**Class contribution (15%)**
Class contribution has many facets in the course including:
• Attendance
• Courtesy (cell phones/pagers off; absence of extensive side conversations)
• Attentiveness (focus directed to whoever has the floor, not distracting others)
• Completing peer evaluation forms for the case presentations
• Asking questions of groups presenting chapters and cases
• Providing comments and critiquing chapter materials
• Providing constructive comments and suggestions on cases

Note that if you attend all classes and do not provide comments, suggestions, or ask questions about the presentation, you’ll only receive a maximum of 50% of the class participation grade.
Chapter highlights and discussion (15%)

The group identified in the course schedule will have 30-45 minutes to provide an overview of the “big” ideas from the assigned chapters. Assume your audience has read the chapters but has agonized less over its contents than your group. Convey the big ideas by deciding what is most important and add value by anticipating what might need clarification while extending and challenging these ideas where appropriate. You may bring in material from other courses and from your own reading and searches if they relate to the material in the chapter.

Your group should allow time for questions and answers, and comments from the audience regarding the ideas you conveyed or other topics from that evening’s assigned chapters. In other words, do not plan on presenting for more than 30 uninterrupted minutes (leave at least 10 minutes for questions and discussions). You may refer to the cases in the evening to clarify a point but should not engage in case analysis.

Grading of chapter highlights will be based partly on presentation and delivery (professionalism, clarity of speech, visual aids, coverage of major concepts and issues in chapter, etc. – 40%), and content of presentation (quality of analysis and clarity of explanation – 60%).

Case presentation and discussion (15%)

The groups identified as the case groups in the course schedule will have 30-45 minutes each to deliver a traditional case analysis concluding with a recommendation for the organization. It is expected that some attention to the “big” ideas from the chapters assigned will be evident in your presentation. You should allow some time at the end of your presentation (at least 10 minutes) for your audience to ask questions and provide comments on your analysis. Your group will receive anonymous feedback from your peers on the form “Peer Case Evaluation Form”, provided later in this syllabus as Exhibit 1 (see page 7).

Grading of the case presentations will be based partly on presentation and delivery quality (professionalism, clarity of speech, visual aids, etc. – 50%) and partly on content of presentation (quality of analysis, discussion of relevant issues and presentation of recommendations that can be implemented – 50%).

Individual written case analysis (15%)

Every student will be required to prepare ONE written case analysis from the cases to be discussed in class. An individual whose group is presenting a particular case cannot write on that case. For example, if group 1 is scheduled to present the MCI case, then you cannot submit an individual written analysis on that case if you’re a member of group 1. You should conduct a traditional individual written case analysis using the tools and techniques gained from this course and the balance of your MBA courses to provide a true capstone analysis. The written case must be professionally prepared and turned in latest at the end of the class period in which that particular case is being discussed. The case analysis should be 5-7 pages (excluding any figures or tables) in length, page numbered, double-spaced, font size 12, and 1 inch margins. You will lose points equal to 5% of the written case grade for each violation. To spread the workload in grading the cases over the course of the semester, I will present a sign-
up sheet for the case write-up on the first day of class. You will be graded on the thoroughness of your analysis, reasoning ability and writing.

**Schedule of Class Activities and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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<tbody>
<tr>
<td>January 12</td>
<td>• Class orientation&lt;br&gt;• Brief review of materials in chapter 1&lt;br&gt;• Discussion of J. Boats Inc case&lt;br&gt;• Formation of teams for chapter highlights and case presentations.&lt;br&gt;• Formation of teams for BSG simulation.&lt;br&gt;• Read Chapter 1 and J. Boats case before class</td>
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<td>January 19</td>
<td>DR. MARTIN LUTHER KING HOLLIDAY</td>
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<tr>
<td>January 26</td>
<td>• Discussion of Chapters 2 &amp; 3 <em>(Group 1)</em>&lt;br&gt;• Discussion of <em>MCI</em> case <em>(Group 2)</em></td>
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<td><strong>ASSIGNMENT:</strong>&lt;br&gt;• Read Player’s Manual for BSG</td>
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<td>February 2</td>
<td>• Discussion of Chapter 4 <em>(Group 4)</em>&lt;br&gt;• Discussion of <em>Asea Brown Boveri</em> Case <em>(Group 3)</em>.&lt;br&gt;• Discussion of <em>Codman &amp; Shurtleff, Inc</em> case <em>(Group 5)</em></td>
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<td><strong>BSG Simulation Practice Decision Due at 10:00 a.m.</strong></td>
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<td>February 9</td>
<td>• Discussion of Chapter 5 <em>(Group 6)</em>&lt;br&gt;• Discussion of Chapter 6 <em>(Group 2)</em>&lt;br&gt;• Discussion of Walker and Company <em>(Group 1)</em>&lt;br&gt;•</td>
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<td>February 16</td>
<td>• Discussion of Chapter 7 <em>(Group 3)</em>&lt;br&gt;• Discussion of <em>Texas Eastman Co.</em> case <em>(Group 4)</em>.&lt;br&gt;• Discussion of <em>Burlington Northern</em> case <em>(Group 5)</em></td>
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<td><strong>Statement of Mission, Objectives and Strategy Due&lt;br&gt;BSG Simulation Decision 1 (Year 11) Due at 10:00 a.m.</strong></td>
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<td>February 23</td>
<td>• Discussion of Chapters 9 <em>(Group 1)</em>&lt;br&gt;• Discussion of Chapters 10 <em>(Group 2)</em>&lt;br&gt;• Discussion of <em>Mobil USM&amp;R (A)</em> case <em>(Group 6)</em></td>
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<td><strong>BSG Simulation Decision 2 (Year 12) Due at 10:00 a.m.</strong></td>
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<td>Date</td>
<td>Events</td>
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<td>March 1</td>
<td>- Discussion of Chapters 11 (Group 5)</td>
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<td>- Discussion of <em>Citibank</em> case (Group 4)</td>
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<td>- Discussion of <em>Mary Kay Cosmetics, Inc.</em> case (Group 3)</td>
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<td>- BSG Simulation Decision 3 (Year 13) Due at 10:00 a.m.</td>
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<td>March 8</td>
<td>SPRING BREAK</td>
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<td>March 15</td>
<td>- Discussion of Chapters 12 (Group 6)</td>
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<td></td>
<td>- Discussion of Chapters 13 (Group 5)</td>
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<td>- Discussion of <em>Kidder Peabody</em> case (Group 2)</td>
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<td>- BSG Simulation Decision 4 (Year 14) Due at 10:00 a.m.</td>
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<td>March 22</td>
<td>- Discussion of Chapters 14 (Group 3)</td>
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<td>- Discussion of <em>Automatic Data Processing</em> case (Group 4)</td>
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<td>- Discussion of <em>Automation Consulting Services</em> case (Group 6)</td>
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<td>- BSG Simulation Decision 5 (Year 15) Due at 10:00 a.m.</td>
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<td>March 29</td>
<td>- BSG Simulation Decision 6 (Year 16) Due at 10:00 a.m.</td>
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<td>April 5</td>
<td>- BSG Simulation Decision 7 (Year 17) Due at 10:00 a.m.</td>
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<td>April 12</td>
<td>- BSG Simulation Decision 8 (Year 18) Due at 10:00 a.m.</td>
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<td>April 19</td>
<td>- BSG Simulation Decision 9 (Year 19) Due at 10:00 a.m.</td>
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<td>April 26</td>
<td>- BSG Simulation Decision 10 (Year 20) Due at 10:00 a.m.</td>
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<td>May 3</td>
<td>- Wrap-up</td>
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<td>- Final Written Reports</td>
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**Note:** Class readings and discussions from the week of March 29 to the week of April 16 will be provided to the class after the spring break.
Peer Case Evaluation Form

Name: ________________________________________ Date: __________

Case group #: __________

Directions: Please provide points for the case groups on the three statements below. You are strongly encouraged to provide qualitative comments to substantiate the reason why you awarded the group the point for each statement. Please award a maximum of 20 points for each statement.

Note that each of the statements focuses on a different evaluation criterion and are intended to provide more specific feedback to the presenting group than a single rating. For example, it may be evident that a group is highly prepared, but they failed to deliver their content well and/or provided weak arguments and conclusions.

1. The preparation level of the case group was very high _______________

Comments:

2. The delivery quality of the case group was very high _______________

Comments:

3. The argument quality of the case group was very high _______________

Comments: