
Instructor: Prof. Henry Sauermann
Office: College of Business, Office 4439 (above auditorium 300)
Email: henry.sauermann@scheller.gatech.edu
Office hours: Mondays, 4:30-5:30 pm and by appointment
Course Website: <http://T-square.gatech.edu>

Required Course Materials

- Textbook: Robert M. Grant, Contemporary Strategy Analysis (text only)
 - 7th edition (ISBN: 978-0470747100) OR:
 - 6th edition (ISBN: 978-1405163095), which may be available used at a lower price.
- Additional readings
 - Course packet from www.study.net
 - Additional cases and readings on GT library E-reserves (<http://library.gatech.edu/services/reserves/>, course password "fre1f45s") or on the Web (links provided on T-square)
- Capstone Simulation and Comp-XM (www.capsim.com).

I also recommend that you keep up with current business news, which will provide you with many opportunities to apply your analytical skills. Good sources are *The Wall Street Journal* and *The Economist*.

COURSE OBJECTIVES

Why are some firms more successful than others, and how can we make a firm more successful? These are the fundamental questions of strategy. Our course analyzes the sources of performance differences among firms and develops knowledge and skills necessary to understand, evaluate, and craft strategies designed to improve performance. The course also provides an opportunity for you to apply your strategic skills in a simulated business setting and to explore the links between strategy formulation and strategy implementation.

This course has three main goals:

- To provide you with tools to think systematically about the factors affecting firm performance: industry conditions, firms' resources and capabilities, and opportunities for securing sustainable competitive advantage.
- To provide practical experience – through case studies and simulation – in analyzing business situations and designing business strategies.
- To integrate knowledge gained in other management courses, showing how the various pieces of a business fit together, and demonstrating why the different parts of a business need to be managed in strategic consistency for a firm to operate in a winning fashion.

The skills you acquire in this course will be relevant to:

- Anybody with an interest in business and economics – this course will prepare you to understand and assess current issues such as the troubles of big auto makers or the successes of iPad and Wii.

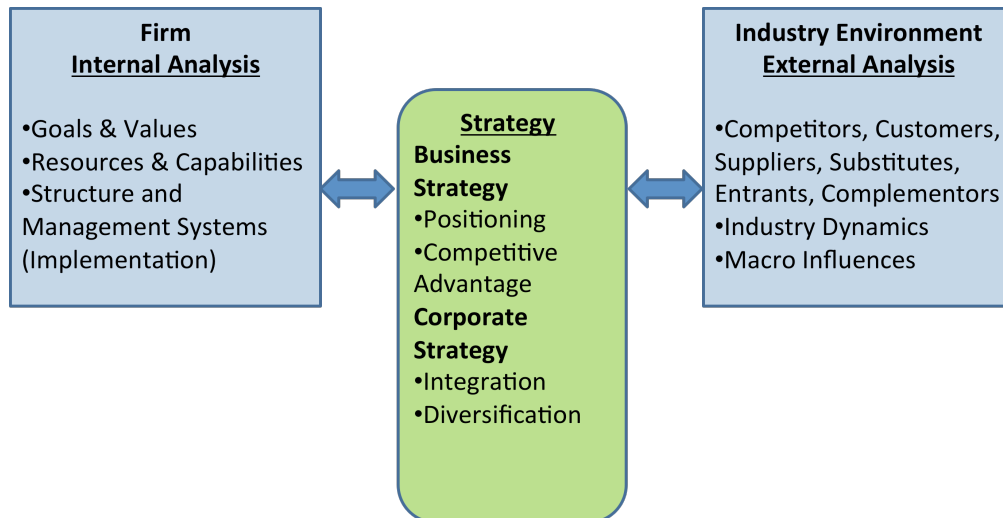
- Entrepreneurs and senior executives, because they make “big picture” decisions about a company’s overall strategy and mission.
- Front-line and middle managers across functional areas, because they need to know how to make daily decisions that are consistent with the company’s overall strategy.
- Consultants, because they need to help their clients make better strategic decisions or devise systems and structures that successfully implement clients’ strategy.
- Investors and investment analysts, because an assessment of companies’ strategies helps them in forecasting future performance.

OVERVIEW OF THE COURSE

Strategy aims to link the internal environment of the firm with its external environment such that the firm can best achieve its goals. Consequently, formulating a successful strategy requires the analysis of the internal environment of the firm, including its goals and values, resources and capabilities, as well as its structure and systems. Similarly, strategy formulation requires an analysis of the external environment, including competitors, customers, and suppliers, and of the dynamics through which these forces change.

External and internal analysis form the foundation for strategy recommendations in two fundamental areas. First, business strategy concerns the question *how* a firm should compete in an industry, including how to position the firm and how to build and sustain a competitive advantage vis-à-vis competitors. Second, corporate strategy addresses the question *where* the firm should compete, including vertical integration (different stages in the value chain) and diversification (different products / markets).

Strategy formulation can only succeed if it is cognizant of the challenges of strategy implementation, which requires a thorough understanding of the organization’s structure and management systems, as well as the nature of and connections between various functional areas such as finance, marketing, and operations. The simulation exercise in the second part of this course gives you the opportunity to explore these links between strategy formulation and implementation.



Our focus will be on business strategy, though we will also touch on some key issues in corporate strategy. We will use case studies from a variety of industries, with a heavy emphasis on industries where innovation (in products, processes, and business models) plays a central role.

TEACHING AND LEARNING METHODS

This course is based on methods that have been used successfully in many advanced undergraduate courses as well as MBA programs. The key features of this approach are:

- *Case analyses:* Throughout the course, we will analyze real-world cases and make strategy recommendations. In doing so, we will build on the readings for that class session, which provide the theoretical and conceptual basis for the session topic. The “Note on Cases” below provides tips for successful case analysis.
- *Class discussions:* Learning is a collective endeavor. Each individual has unique strengths, questions, perspectives, and experiences that are relevant to our course topics. Through class discussion, we are collectively able to create a learning experience that goes beyond what each of us could achieve individually reading some textbook.
- *Teamwork:* Working collectively on tasks has many benefits, including division of labor, diversity of perspectives, and peer motivation. Because of these benefits, many employees and managers are routinely members of teams. However, teamwork can also be challenging. Teamwork in this course will improve your learning experience with respect to substantive issues and will also help you build your skills as a “team player”.
- *Business simulation:* The second part of this course is a business simulation, in which your team will compete against other teams in this class. In this module, you will have a chance to apply some of the concepts and tools acquired throughout the course and you will also need to incorporate the knowledge and skills from other courses such as marketing, finance, human resources, and operations. This exercise will give you hands-on experience crafting business strategy and implementing it across functional areas.

EXPECTATIONS ABOUT PREPARATION AND PROFESSIONAL BEHAVIOR

It is essential to the success of this course that you are both physically and mentally present in class, and that you are fully prepared to discuss the material. “Prepared” means:

- Do all of the readings and preparations on time.
- For each class, I will provide a set of discussion questions pertaining to the case or readings. You will submit some of these questions as assignments either individually or with your team (see below). Even if you do not submit on a particular day, you are expected to work through these questions and be prepared to discuss them in class.

It is my responsibility as instructor to foster a mutually respectful learning environment in the classroom.

Accordingly, I set high expectations regarding professional behavior in class. The following should be avoided:

- Arriving late.
- Holding side conversations.
- Inattention (e.g., reading unrelated materials or studying for other classes).
- Personal attacks or comments of a disrespectful or insulting nature.

To avoid distractions, this course is “unplugged.” Please turn off all computers, PDA’s, phones, pagers, or other electronic devices during class meetings. Laptops are only allowed when we are doing in-class group work during the simulation phase.

GEORGIA INSTITUTE OF TECHNOLOGY HONOR CODE

All students are to uphold the Honor Code at all times. Any act of academic dishonesty (e.g., plagiarism) hurts the entire Georgia Tech community. The Honor Code aims to prevent any student from gaining unfair advantage over other students through academic misconduct. All cases of alleged academic misconduct will be referred to the Office of the Dean of Students for disciplinary actions. The Academic Honor Code is explained in detail at <http://www.honor.gatech.edu>.

Plagiarism refers to the direct quotation of text without appropriate attribution. Every quotation must have a citation, and no amount of text can be quoted without citation. Furthermore, when paraphrasing, borrowing or building upon the work of another author, citation is also required. Note that it is NOT acceptable to simply include the quoted source in a list of general references. If you are quoting, you must indicate which specific sections of your text are taken from which specific sources. It is surprisingly easy to detect text that has been cut and pasted from a web site, so please do not be tempted to cut corners in this way.

Finally, all assignments and exams have to be completed individually unless they are explicitly designated as team work. If you have any questions about which assignments you can work on together, please contact me.

COURSE REQUIREMENTS AND GRADING

The course grade is based on a weighted average of the following components:

Individual Assignments	15%
Class attendance	10%
Team-based case analyses	10%
Midterm (individual)	25%
Capstone simulation (team)	25%
Final simulation project (Comp-XM, individual)	15%
TOTAL:	100%

Each of these components is discussed in greater detail below. If you have concerns about any aspect of your work or your grades in this course, I urge you to schedule an appointment to talk with me. It is better to address problems directly and immediately rather than to let them continue unresolved. No late assignments will be accepted except in the case of a documented extreme emergency. I will not accept late assignments even if they have a “time stamp” showing that they were last edited before the deadline. Please include your name(s) on all written assignments even though you submit through T-Square.

Individual Assignments

For most sessions in the first part of this course, I will post questions that can be answered as Individual Assignments. Out of ten possible Assignments, choose six to submit. If you submit one additional Assignment (i.e., 7 total), I will drop your lowest score. You may not submit more than 7 individual assignments.

Answers should be typed (500 - 750 words) and need to be submitted on T-Square. You should bring a printout of your assignment to class and be prepared to discuss your answers. **Full credit is reserved for assignments that clearly apply concepts/frameworks from the readings to address the questions.**

Class Attendance and Participation

Because of the emphasis in this course on active learning, your attendance is required at every class up until the Capstone Introduction (Session 18) and at our last session. Please arrive on time and sign your name on the sign-up sheet. Signing in another student's name will be prosecuted as an honor code violation. To reward consistent attendance, 10% of the grade for this course will be based on class attendance. Out of 16 core sessions (sessions 3-16, 18, 30), you may miss 2 and still receive full credit (14 points). Each additional session you miss reduces the attendance score by 1 point. The two allowed absences are meant to provide flexibility for issues such as family emergencies, job interviews, career fairs, etc. Medical absences with a doctor's note do not count towards the two excused absences. We will meet regularly during the simulation phase (Sessions 19 through 29) to work on the simulation and I strongly recommend that your whole team meet during class time.

Consistent with the emphasis on active learning and case discussion, I encourage you to participate actively in our class discussions. To facilitate class discussions, I also ask that you display a name card at every class meeting. I intend to solicit widespread participation in class discussions and to ensure that everyone gets an opportunity to participate. If you believe that you are being consistently and disproportionately overlooked, then please alert me privately, and I will try to ensure that you get an opportunity to participate. In general, I try to call more frequently on those who have not been frequent contributors to prior class discussions.

There is no separate grade for class participation. However, I reserve the right to raise students' final grades if they have shown exceptional class participation.

Team Case Analyses

Your team is required to submit two case analyses, out of a possible three. You may not submit a third case for extra credit. I recommend that you look at all three cases in the context of the assigned readings before making your choices. Each team assignment should be approximately 1500 words, excluding any exhibits or appendices you deem useful. Case analyses have to be submitted via T-Square by one of the team members. Please clearly identify all team members on your write-up. Answer questions separately but make sure all answers are consistent in terms of both contents and style. The "Note on Cases" below provides more detailed tips for successful case analysis.

Midterm

The (closed book) midterm covers the material from the first part of the class. Note that class sessions will generally focus on case discussions and not all the assigned readings will be covered in "lecture" type classes. While students generally prefer this approach, it means that you must work through the assigned readings prior to class and all the material covered in class as well as in the readings is fair game for the midterm. If you have any questions as you work through the readings, feel free to bring them to class or see me during office hours.

Capstone Simulation

"Capstone" is a management simulation in which teams of students compete against each other for business success within an industry. Teams must analyze the economic conditions of the simulated environment, specify products in light of customer requirements, determine research and development targets, insure smooth production, use accounting data to evaluate results and make decisions, finance operations, market products, manage employees, and respond to the competition. Your team will choose and implement a business strategy, make adjustments to that strategy and analyze the results of that strategy over several "years" of simulated

business operations. The Capstone simulation program allows for “real-world” decision making, strategy formulation, problem-solving and competitive challenges.

All students must register to use the Capstone Simulation (www.capsim.com). The registration fee (currently \$53.99 plus \$14.99 for Comp-XM) is payable directly to Capsim, Inc. This fee allows you to access the simulation program, download the simulation manual and interface with the customer support. Registration information will be provided at the beginning of the course. The schedule for the simulation is outlined in the syllabus. Failure to adhere to the schedule will negatively impact your firm’s performance.

25% of your course grade will be determined by your performance on the simulation, distributed as follows:

- Team performance on the simulation: 12%
- Interim Team Report: 5%
- Peer evaluation: 5%
- Final presentation (slides): 3%

Interim Team Report. After round 3, I will ask you to turn in an interim report (approx. 1500 words) that will ask you to pause for a moment and conduct a comprehensive “case analysis” of your own company and of the competition. Detailed instructions will be provided on T-Square.

Team Performance. Each class section will have 1 or 2 “industries”, and each industry will have 6 teams with approximately 4 team members each (depending on class size). At the beginning of the simulation, you will be able to choose a set of success measures (e.g., profit, market share) according to your chosen strategy. Your team’s performance on the simulation will be ranked relative to the performance of the other teams in your industry, taking into account the particular success measures chosen.

Peer Evaluation. At the end of the semester, each student will evaluate his/her other team members. These evaluations allow each member to assess and critique the performance of their fellow teammates. I expect honest, professional evaluations.

Final presentation. All teams should be prepared to give a 10-minute presentation in our final session. Be prepared for questions from the class. Since not all teams will be able to present, grades will be based primarily on the slides you submit.

Final simulation project – “Comp-XM”

As your final project, you will run 4 rounds of the simulation individually, as the sole manager of your company. This simulation is somewhat less complex than the team-based version. In addition, each round includes a series of questions relating to aspects of your particular company or industry. These questions will address your overall strategy as well as different functional areas, including finance, accounting, and marketing. The maximum score on the project is 1000 points, equally distributed between a “balanced scorecard” and your answers to the questions. The best preparation for the final simulation is to participate actively in the Capstone simulation module and to work through the Capstone materials handed out in class and available on the Capstone website. You may work on the final project anytime between December 5, 8 pm and December 13, 8 pm. During this time period, you can save your work as often as you want and continue at a later point at your leisure.

COMMUNICATION AND TEAM FORMATION

T-Square will be our main communication platform. You should familiarize yourself with all relevant functions, in particular, the assignment tool. Make sure you receive emails sent via the T-Square email distribution list.

You should work in the same team for the case analyses and for the Capstone simulation and you are free to assemble your own team. I strongly recommend that you strive for diversity in terms of functional interests, experience, etc. Submit team requests via T-Square by the deadline indicated in the detailed schedule. Instructions regarding team size will be given in class.

NOTE ON CASES: MAKING THE MOST OF CASE WRITE-UPS AND CASE DISCUSSIONS

Cases are an extremely helpful learning tool. The key strength of the case method is to develop your skills in managing information (overload), systematically analyzing business situations, identifying problems, and developing and justifying recommendations. Moreover, cases provide the ideal basis for an engaging class discussion that is not only fun, but also exemplifies how individuals (students, managers...) can collectively produce insights that no individual alone would have generated. As such, the case method complements and builds upon other learning methods such as readings and lectures, which are intended to provide you with the necessary tools and concepts to tackle the problems presented in the case (e.g., Porter's Five Forces). Real-world jobs require the *application* of tools and frameworks to actual business problems, rather than just the passive knowledge of those tools and frameworks, which is why employers really like students who have been exposed to the case method.

A full-blown case discussion involves a comprehensive assessment of an organization's situation and makes carefully evaluated recommendations, addressing most of the topics covered in our course. For example, it would:

- Analyze the company's history and growth
- Evaluate the industry conditions, including industry dynamics
- Identify the firm's resources and capabilities in light of the success factor in the industry
- Evaluate past strategy and performance and identify problems or future opportunities
- Outline and evaluate strategic options, taking into consideration implementation constraints

While such a comprehensive case analysis would be a great final project, the Capstone simulation in the second part of this course is designed to give you an even more interesting "live case experience". Throughout the first half of the course, however, we will use cases on a more limited scale, focusing on one particular strategic issue at a time. How can you benefit most from these case analyses?

Write-Ups

For most of the sessions in this course, you will write a case analysis either individually or in a team and I will guide your analysis by providing one or multiple questions. The first key to success is to read the assigned readings and familiarize yourself with the tools and frameworks that may be helpful in tackling the case and then *utilizing these tools to structure and conduct your analysis*. The readings cover a lot of material and you have to think through the particular problem to find out which one (or two) tools will be most useful; there is no point in blindly applying an inadequate tool. Whenever possible, *support your argumentation with data* from the case.

Second, as you write your analysis, *make sure you clearly explain the underlying mechanisms* – the “*WHY*” – rather than merely stating facts or events. For example, while it is true that Dell Computers’ direct-to-consumer strategy was a key factor in the firm’s success, you would need to state how concretely that strategy contributed to superior profitability. E.g., this strategy gave them better knowledge of customer preferences and thus allowed them to customize and differentiate their products, which in turn increased customer switching cost and willingness to pay. It also allowed them to better forecast sales, which helped them be more efficient on the production side of the business (capacity, materials, etc.). Finally, this strategy eliminated retail intermediaries, allowing Dell to appropriate more of the value it creates.

Your strategic analysis prepares you to make strategy recommendations. When making a recommendation, you should go beyond simply suggesting a strategy and claiming that it will work great. Instead, carefully *evaluate the advantages and disadvantages* of competing alternatives, thereby identifying the option that best *addresses the problems you have identified* in the analysis. Again, it is important to clearly discuss why you think your strategy will be successful, explaining the underlying mechanisms and utilizing relevant tools and frameworks.

Before you submit an assignment, ask yourself “Could I have written this answer before taking this course?” If the answer is “yes”, then it is likely that you did not draw sufficiently on course material and your grade will reflect this.

Case discussion

The in-class discussion of a business case is an opportunity for you to present the ideas you have developed in your individual (or team) analysis and to develop them further collectively. You will be surprised at the different perspectives your classmates can take, and that is where the power of collective thinking kicks in. Of course, these benefits can only materialize if you *actively participate and take ownership* of the discussion. My role will be to moderate and structure the discussion, not to provide you with a solution or to give you a lecture about the case. In other words, the only person who does *not* need to make a decision about the case is *me*, the instructor.

The case discussion will also hone your skills in clearly explaining your points, listening to others’ arguments, and challenging others’ logics. These are critical skills for your future career. Of course, this process requires mutual respect and the highest level of professional conduct.

DETAILED COURSE SCHEDULE

Session 1, August 20, Monday **Course Introduction and Overview**

Readings

- Syllabus
- Grant, Chapter 1
- Mini-Case: Ikea (access via T-square or via GT E-reserves)

Preparation/Assignments

- IKEA Questions on T-Square (you can submit to test the system, but submission will not be counted)

Session 2, August 22, Wednesday **Industry Analysis I**

Readings

- Grant, Chapter 3
- HBS Case: Cola Wars Continue: Coke and Pepsi in 2010 (study.net course pack)

Preparation/Assignments

- Submit Student Survey by 1 pm (T-Square, under “Tests and Quizzes”)
- Cola Wars Questions on T-Square (you can submit to test the system, but submission will not be counted)

Session 3, August 27, Monday **Industry Analysis II**

Readings

- Grant, Chapter 4
- Mini-Case: Airline industry (access via T-square or via GT E-reserves)

Preparation/Assignments

- Submit Individual Assignment #1 by 1 pm

Session 4, August 29, Wednesday **Resources and Capabilities I**

Readings

- Grant 7th: Chapter 5 [Grant 6th: Chapter 5 pp. 123-149]
- Grant Case: Wal-Mart (study.net course pack)

Preparation/Assignments

- Submit Individual Assignment #2 by 1 pm

September 3 LABOR DAY – Enjoy!

Session 5, September 5, Wednesday **Resources and Capabilities II**

Readings

- Grant 7th: Chapter 6 [Grant 6th: Chapter 5 pp. 149-165]
- Mini-Case: Starbucks & McDonald's (access via T-square or via GT E-reserves)

Preparation/Assignments

- Submit Individual Assignment #3 by 1 pm

Session 6, September 10, Monday **Rents and Competitive Advantage**

Readings

- Grant 7th: Chapter 8 [Grant 6th: Chapter 7]

Preparation/Assignments

- Submit Individual Assignment #4 by 1 pm
- Submit Team requests by 1 pm (details provided in class)

Session 7, September 12, Wednesday **Cost Advantage**

Readings

- Grant 7th: Chapter 9 [Grant 6th: Chapter 8]
- Mini-Case: Heart surgery (access via T-square or via GT E-reserves)

Preparation/Assignments

- Submit Individual Assignment #5 by 1 pm

Session 8, September 17, Monday **Differentiation Advantage**

Readings

- Grant 7th: Chapter 10 [Grant 6th: Chapter 9]
- Grant Case: Harley Davidson (study.net course pack)

Preparation/Assignments

- Submit Individual Assignment #6 by 1 pm

Session 9, September 19, Wednesday **Industry Evolution and Capabilities Development**

Readings

- Grant 7th: Chapter 11, review Chapter 6 pp. 150-160 [Grant 6th: Chapter 10, review Chapter 5 pp. 149-155]
- Grant Case: Kodak (GT E-reserves)

Preparation/Assignments

- Submit Individual Assignment #7 by 1 pm

Session 10, September 24, Monday **Business Model Innovation**

Readings

- Grant 7th: Chapter 12, review Chapter 8 pp. 211-214 [Grant 6th: Chapter 11, review Chapter 7 pp. 205-209]
- HBS Case: Netflix (study.net course pack)

Preparation/Assignments

- Submit TEAM Assignment #1 by 1 pm

Session 11, September 26, Wednesday **Appropriating Value from Innovation**

Readings

- Grant 7th: Chapter 12 pp. 297-309 [Grant 6th: Chapter 11 pp. 288-303]
- Mini-Case: Lipitor 1+2 (access via T-square or via GT E-reserves)

Preparation/Assignments

- Submit Individual Assignment #8 by 1 pm

Session 12, October 1, Monday **Positive Feedback**

Readings

- Grant 7th: Chapter 12 pp. 310-315 [Grant 6th: Chapter 11 pp. 303-310]
- Shapiro & Varian: Networks and positive feedback (from “Information Rules”), GT E-reserves
- Grant Case: Rivalry in Video Games (study.net course pack)

Preparation/Assignments

- Submit TEAM Assignment #2 by 1 pm

Session 13, October 3, Wednesday **Organizing for Innovation**

Readings

- Grant 7th: Chapter 12 pp. 316-323 [Grant 6th: Chapter 11 pp. 310-317]
- Collins & Porras: Try a lot of stuff and keep what works (from “Built to Last”), GT E-reserves
- Mini-Case: Google (access via T-square or via GT E-reserves)

Preparation/Assignments

- Submit Individual Assignment #9 by 1 pm

Session 14, October 8, Monday **Corporate Strategy I: Vertical Integration**

Readings

- Grant 7th: Chapter 14 [Grant 6th: Chapter 13]
- Mini-case: Motorola (access via T-square)

Preparation/Assignments

- Submit Individual Assignment #10 by 1 pm

Session 15, October 10, Wednesday **Corporate Strategy II: Diversification**

Readings

- Grant 7th: Chapter 16 [Grant 6th: Chapter 15]
- HBS Case: Disney: The Entertainment King (study.net course pack)

Preparation/Assignments

- Submit TEAM Assignment #3 by 1 pm

October 15 FALL BREAK – Enjoy!

Session 16, October 17, Wednesday **Reflection and Integration**

Readings

- Review material up to this point

Preparation/Assignments

- Submit Midterm Feedback by 1 pm (T-Square, under “Tests and Quizzes”)

Session 17, October 22, Monday **Midterm Exam**

Readings

- Mini-case (to be posted on T-Square on October 20 at 8 pm)

Session 18, October 24, Wednesday **Capstone Simulation: Introduction and Practice Round 1**

Readings

- Capstone Student Guide and online materials
- Grant Chapter 2

Preparation/Assignments

- Register for Capstone BEFORE today’s class.
- Complete all individual items on capsim.com, including individual rehearsal rounds BEFORE today’s class.
- Team decisions for Round 1 (including your choice of success measures) must be entered by 11 pm on Friday, Oct. 26. Results will be available that same night.

Session 19, October 29, Monday **Exam Review and Practice Round 2**

- Team decisions must be entered by 11 pm tomorrow.

Preparation/Assignments

- Read and understand the “Capstone Courier” (showing the results from Round 1). Print and bring it to class.

Session 20, October 31, Wednesday **Practice Round 3**

- Team decisions must be entered by 11 pm tomorrow.

Session 21, November 5, Monday **Practice Round 4**

- Team decisions must be entered by 11 pm tomorrow.
- Results will be processed immediately tomorrow at 11 pm – this is the end of the practice simulation. Have a close look at the results and get ready for the real competition!

Session 22, November 7, Wednesday **Competition Round 1**

- Team decisions must be entered by 11 pm tomorrow.

Session 23, November 12, Monday **Competition Round 2**

- Team decisions must be entered by 11 pm tomorrow.

Session 24, November 14, Wednesday **Competition Round 3**

- Team decisions must be entered by 11 pm tomorrow.

Session 25, November 19, Monday **Competition Round 4**

- Team decisions must be entered by 11 pm tomorrow.

Preparation/Assignments

- Submit Interim Team Report by 11 pm tomorrow (based on performance through Round 3).

Session 26, November 21, Wednesday **Competition Round 5**

- Team decisions must be entered by 11 pm tomorrow.

Session 27, November 26, Monday **Competition Round 6**

- Team decisions must be entered by 11 pm tomorrow.

Session 28, November 28, Wednesday **Competition Round 7**

- Team decisions must be entered by 11 pm tomorrow.

Session 29, December 3, Monday **Competition Round 8 (Final Round)**

- Team decisions must be entered by 11 pm tomorrow.

Session 30, December 5, Wednesday **Capstone Group Presentations and Discussion**

- All teams should be prepared to present their Capstone strategy and insights in class.
- Submit presentation slides by 8 am
- Submit peer evaluations by 8 pm (via capsim.com, under “homework”)

December 5, 8 pm – December 13, 8 pm **Final simulation project Comp-XM (4 Rounds plus questions)**

- Please note the 8 pm deadline on December 15 – the system will shut down at 8 pm sharp.