**MGT 4220: Integrative Management Experience**

FALL xxx

Section xxx

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**REQUIRED COURSE MATERIALS**

* Cases and Readings
  + Some cases are available in a course pack through Harvard Business School Publishing (approx. $xx). Please use the following link: [xxx](https://cb.hbsp.harvard.edu/cbmp/access/38193206)
  + Additional cases and readings are available on T-square
* Textbook (review): Frank T. Rothaermel, Strategic Management, 2nd edition, ISBN 978-0-07-764506-9
* Capstone Simulation and Comp-XM ([www.capsim.com](http://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*.

**LEARNING OUTCOMES**

This course serves as the Integrative Management Capstone course for undergraduates at the Scheller College of Business. As such, the learning objectives include:

* Acquiring tools and frameworks for formulating and implementing strategic decisions inside an organization.
* Integrating knowledge gained throughout the management curriculum, understanding how the various parts of a business fit together, and how the different parts can be managed in strategic consistency for a firm to operate in a winning fashion.
* Gaining practical experience – through case studies and simulation – in formulating and implementing business strategies.
* Honing skills in presenting and justifying decisions to internal and external stakeholders.

**TEACHING AND LEARNING METHODS**

* *Read at home, discuss in class.* In the spirit of a “flipped” classroom, our in-class sessions will focus on discussions and problem solving rather than slides and lecturing. As such, it is essential that you work through the assigned readings on your own prior to class. Each person has their own learning style, but I recommend that you take notes while you are reading – these notes will help you during our class discussions and when you prepare for the midterm exam.
* *Case analyses*: Throughout the first part of the course, we will analyze real-world cases and make 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.
* *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.
* *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. I will post lecture slides at xxx am and recommend that you print them before class.

**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:

|  |  |
| --- | --- |
| Class attendance/participation | 10% |
| Team-based case analyses (3x5%) | 15% |
| Midterm (individual) | 20% |
| Capstone simulation – individual preparation | 3% |
| Capstone simulation – interim report | 7% |
| Capstone simulation – competition performance | 15% |
| Capstone simulation – final presentation | 3% |
| Capstone simulation – final report | 7% |
| Peer evaluation | 5% |
| Final exam (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.

**Class Attendance**

Because of our emphasis on active learning, your attendance is required at every class except Capstone competition rounds 1-8. 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 provide flexibility for issues such as family emergencies, job interviews, career fairs, etc., you may miss two sessions and still receive full credit for attendance. Medical absences with a doctor’s note do not count towards the two excused absences. We will also meet during Capstone competition rounds and I strongly recommend that your whole team meet to work on your decisions.

Although there is no separate participation grade, I encourage you to participate actively in our class discussions. To facilitate class discussions, please 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. The Institute’s attendance policy can be accessed at: [http://www.catalog.gatech.edu/rules/4/#](http://www.catalog.gatech.edu/rules/4/).

**Team Case Analyses**

Your team is required to submit three case analyses. 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.

**Midterm Exam**

The (closed book) midterm covers the material from the first part of the class. Note that our class sessions will focus on discussions of select key concepts and of cases. As such, not all the relevant material will be covered explicitly in class. 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, please 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](http://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.

**Individual Preparation.** You should register for the simulation, watch the introductory video and complete the individual rehearsal rounds by session 12 (Capstone intro). This deliverable will be graded as pass/fail.

**Interim Team Report.** After competition round 3, you will submit an interim report (approx. 1500 words) that asks 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.

**Competition 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.

**Final presentation.** Teams should be prepared to give a 10-15 minute presentation about the Capstone simulation at the end of the semester. Be prepared for questions from the class. Instructions regarding content and grading criteria will be provided in class.

**Final report.** All teams should submit a final report (approx. 2500 words) analyzing the industry, competitive advantage of the firm, and functional implication using appropriate tools from this and prior courses. Instructions regarding content and grading criteria will be provided in class.

**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 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 such as 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.

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

**DISABILITY OR SPECIAL NEEDS**

Students requesting academic accommodations based on a documented disability are required to register with the Office of Disability Services. Please obtain a form from their office and turn it in to me at the beginning of the semester. The Office of Disability Services is located in the Smithgall Student Services Building, Suite 123. The phone number is 404-894 2563.

<http://disabilityservices.gatech.edu/content/4/contact-us>

**COURSE SCHEDULE**

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| **Class #** | **Topic** | **Reading** | **Case / in class activity** | **Framework/Key takeaway** | **Deliverable** |
| 1 | Intro and course overview |  | Mini case: UBER | * Value creation and value capture as conditions for profitability |  |
| 2 | Key concepts: Industry analysis | Rothaermel ch. 3 | Case: Automobile industry | * 5+1 Forces that shape industry attractiveness * Rivalry as key threat to value appropriation |  |
| 3 | Key concepts: Sources of sustained competitive advantage | Rothaermel ch. 4 | Case: Whole foods | * Value chain as tool to think about functions, resources and capabilities, etc. * Cost vs. Differentiation strategies * VRIO to analyze sustainability of CA | Team requests |
| 4 | Key concepts: Corporate strategy | Rothaermel ch. 8 | Case: General Electric or Disney | * Importance of synergies * Sources of synergies often lie in functional capabilities (R&D, distribution, etc.) |  |
| 5 | Corporate strategy, business strategy, and implications for functional strategy | Rothaermel ch. 2 | Case: Harley Davidson or Sun | * Functional activities need to be guided by strategy and strategy is constrained by functional activities * Value chain to think about functional implications of strategic positioning * Overcoming R&C constraints through partnering and outsourcing | Graded team case #1 |
| 6 | Organizing for strategic success | Rothaermel ch. 11 | Live case: Teams as micro-organizations. Analyze team in this or a prior class. | * Key org challenges (division of labor, coordination, cooperation, decision making) * Organizational forms |  |
| 7 | Fit between strategy and organization (contingency theory) | Rothaermel ch. 11 | Case: Google or 3M | * Different strategies require different organizational structures * Exploration vs. exploitation * Organizing for innovation | Graded team case #2 |
| 8 | Dynamics I: Strategy and Uncertainty | Lean Startup primer | Case: Dropbox or Rent the Runway | * Strategic planning vs. Scenario analysis vs. Experimentation * Using Lean Startup principles to define and adjust strategy parallel to implementation |  |

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| 9 | Dynamics II: Strategic change and renewal | Rothaermel ch. 11 | Case: Barnes & Noble or Best Buy | * Change is constrained by internal R&Cs, but also market perceptions/brand, etc. * Need to change multiple elements at once (e.g., interdependencies across functions) | Graded team case #3 |
| 10 | Implementation through metrics | Balanced scorecard primer (Kaplan) | Case: Develop balanced scorecard for a student-run school paraphernalia store | * Balanced scorecard to break down strategy into tangible and measurable components * Deciding what matters * Quantifying and measuring outcomes |  |
| 11 | Mid-Term exam |  |  |  |  |
| 12 | Mid-Term exam debrief |  |  |  |  |
| 13 | Capsim Intro |  |  |  | Complete individual preparation |
| 14 | Practice Round 1 + Goals and Financial Metrics | Rothaermel Ch. 5 |  | * Discussing financial metrics * Choose success measures |  |
| 15 | Practice 2 + Investment Decisions (e.g., DCF) | Primer on DCF analysis | Finance guest speaker | * Consider DCF in the context of making automation and labor decisions, TQM investments etc. | Develop simple spreadsheet |
| 16 | Practice 3 + Competitor analysis, benchmarking, imitation | Primer on benchmarking; competitive intelligence |  | * Challenges of imitating leading firms * Challenges of keeping the lead when competitors try to imitate | Look at leading firm and consider imitation (or defense) |
| 17 | Practice 4 + Error analysis and strategic change |  | In-class exercise in teams: Analyze problems for lowest-ranked team in overall strategy/particular functional areas  Develop turnaround strategy for last team | * Think before you act * Path dependencies * Contingency plans, planning for flexibility | Analyze worst team from last round. What caused their problems? What can they do? |
| 18 | Practice 5 + Portfolio Analysis, synergies between products/markets | Primer on portfolio analysis | In class exercise: Develop portfolio map | * New product decisions/which markets to enter/leave * Look at individual products, segments and their role in overall success |  |
| 19 | Practice Rounds Debrief |  | Capsim full debrief  In-class exercise in teams: how can you improve your decision making PROCESS? | * Understand underlying drivers of performance and causes of success/failure * Quirks in the simulation (vs. real life) * Mistakes often reflect bad organization/decision making | Analyze results, think about changes to strategy/implementation for real competition |
| 20 | Competition Round 1 |  |  |  |  |
| 21 | Competition Round 2 |  |  |  |  |
| 22 | Competition Round 3 |  |  |  |  |
| 23 | Competition Round 4 |  |  |  | Interim Team Report |
| 24 | Competition Round 5 |  |  |  |  |
| 25 | Competition Round 6 |  |  |  |  |
| 26 | Competition Round 7 |  |  |  |  |
| 27 | Competition Round 8 |  |  |  |  |
| 28 | Debrief+Team presentations 1 | Primer on making good presentations | Presentations. Systematic feedback from other students using rubrics. |  | Prepare slides. Focus on key issues as per instructions. |
| 29 | Debrief+Team presentations 2 |  | Presentations. Systematic feedback from other students using rubrics. |  | Submit Final Report |
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| Finals week | COMP XM FINAL EXAM |  |  |  |  |