BUSA 4980 ▪ INDUSTRY 1
STRATEGIC MANAGEMENT
FALL 2011

Professor:
Class:
Office:
e-mail:
Numbers:
Office Hours:
Withdrawal:


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techsupport@bsg-online.com
greg@glo-bus.com

Mandatory Case: Corporate Governance at Citic Pacific by Stephen Ko
Course link: http://cb.hbsp.harvard.edu/cb/access/9759139
Product number: HKU841-PDF-ENG

Recommended: The Economist (Best)
Financial Times
The Wall Street Journal
BusinessWeek
Fortune
Forbes
Harvard Business Review
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.   PREREQUISITES/COREQUISITE</td>
<td>3</td>
</tr>
<tr>
<td>II.  POLICIES</td>
<td>3</td>
</tr>
<tr>
<td>[Including GSU Policy on Academic Honesty]</td>
<td></td>
</tr>
<tr>
<td>III. COURSE DESCRIPTION</td>
<td>7</td>
</tr>
<tr>
<td>IV.  GLOBAL LEARNING OUTCOMES</td>
<td>7</td>
</tr>
<tr>
<td>V.   COURSE METHODOLOGY</td>
<td>8</td>
</tr>
<tr>
<td>VI.  WITHDRAWAL</td>
<td>8</td>
</tr>
<tr>
<td>VII. FLEXIBILITY</td>
<td>9</td>
</tr>
<tr>
<td>VIII. PERFORMANCE</td>
<td>9</td>
</tr>
<tr>
<td>IX.  GRADING</td>
<td>9</td>
</tr>
<tr>
<td>X.   COURSE REQUIREMENTS</td>
<td>11</td>
</tr>
<tr>
<td>A.   QUIZZES</td>
<td>11</td>
</tr>
<tr>
<td>B.   BUSINESS STRATEGY GAME SIMULATION</td>
<td>11</td>
</tr>
<tr>
<td>C.   BUSINESS STRATEGY JOURNAL-PORTFOLIO</td>
<td>12</td>
</tr>
<tr>
<td>D.   BSG TEAM PRESENTATION</td>
<td>15</td>
</tr>
<tr>
<td>E.   CASE STUDY/CASE ANALYSIS</td>
<td>17</td>
</tr>
<tr>
<td>F.   CLASS CONTRIBUTION [PARTICIPATION]</td>
<td>19</td>
</tr>
<tr>
<td>G.   CLASS ATTENDANCE</td>
<td>20</td>
</tr>
<tr>
<td>XI.  SUGGESTED READINGS</td>
<td>21</td>
</tr>
</tbody>
</table>
I. PREREQUISITES
You must have completed, with a grade of C or better BCOM 3950, and the entire junior business core: BUSA 3000, MGS 3100, FI 3300, MGS 3400, and MK 3010.

THERE ARE NO EXCEPTIONS TO THESE REQUIREMENTS. In addition, students should have completed four upper level major classes prior to taking BUSA 4980. If you do not meet these requirements, you will be administratively withdrawn by the Dean’s office.

COREQUISITE
BUSA 4990
COMPREHENSIVE EXIT EXAM

■ ALL BUSA 4980 REGISTERED STUDENTS MUST ALSO REGISTER FOR AND TAKE THE COMPREHENSIVE EXIT EXAM, DESIGNATED AS BUSA 4990 in GoSolar
■ COREQUISITE: ENROLLMENT in BUSA 4980
■ THIS IS A GRADUATION REQUIREMENT- NO EXCEPTIONS
■ EXAM DAY- LATE ARRIVALS CANNOT BE ACCOMMODATED- NO EXCEPTIONS
■ THERE ARE NO OVERFLOWS- NO EXCEPTIONS

II. POLICIES
A. CLASS POLICIES:
1. NO OVERFLOWS PERMITTED - NO overflows are available for BUSA 4980.
2. ATTENDANCE- Must attend the FIRST and SECOND class days, or will be dropped. Attendance is mandatory on certain days and strongly suggested in general. You are fully responsible for all class materials.
3. DISRUPTIVE BEHAVIOR – If a student is disruptive in the classroom, the professor shall attempt to address the disruption with the student and request that the disruptive behavior stop. If the disruptive behavior continues, the instructor will ask the disruptive student to leave the classroom. Disruptive Behavior is defined as behavior that interferes with or interrupts the learning process for others. Examples of such behavior include making/receiving personal phone calls/pages, reading the newspaper, conducting personal conversations with other class members, repeatedly leaving/entering the classroom once class has started, working on non-BUSA 4980 materials during class, and packing up before the end of class.
4. PLEASE REMEMBER TO TURN YOUR CELL PHONES OFF. IF YOUR PHONE RINGS – I GET TO ANSWER IT!!!
5. LATE PAPERS - NO late papers will be accepted.
6. MAKE-UP QUIZZES - NO make-up quizzes will be given. Failure to notify the professor of your special circumstances prior to missing an exam will result in a grade of zero [0] on that exam.
7. PRESENTATIONS - NO make-up presentations.
8. CONTRIBUTION [PARTICIPATION] - REQUIRED AND GRADED.
9. MY RESPONSIBILITIES:
   ☺ Come prepared to every class.
   ☺ Plan our class so that you can accomplish the global learning objectives listed in the syllabus.
   ☺ Assist you in your ability to master the material.
   ☺ Facilitate and encourage class discussion
   ☺ Create a mutually respectful classroom environment.
YOUR RESPONSIBILITIES:

riter prepare to every class.
riter all work in a timely, thoughtful manner.
riter an ACTIVE member of my team and realize that failure to do so (as indicated by receiving an average peer evaluation of less than 100%) will result in a grade reduction on the overall BSG grade and BSG journal.
riter PARTICIPATE in class discussions and realize that failure to [a] participate, [b] come to class, and [c] arrive to class on time will reduce my participation/contribution grade, which comprises 10% of my total grade.
riter ASK questions if I do not understand the material, class discussion, etc.
riter treat others with respect.

9. COMMUNICATION: In class communications are essential in this course, thus you should make every effort to attend all classes. If you miss class, you should contact your peers to discuss what you may have missed. Your GSU student email will be a very important part of our communication channels. You should check your GSU student email on a regular basis. Electronic correspondences will be communicated through your GSU student email. Of course you may have your emails forwarded to other email addresses.

10. COURSE and INSTRUCTOR EVALUATIONS: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing this course, please take the time to fill out the online course/instructor evaluations on GoSolar. Thank you.

11. ACADEMIC HONESTY: DISHONORABLE/UNETHICAL CONDUCT-IMMEDIATE “F” - Any and all forms of dishonorable or unethical conduct related to academic work including but not limited to plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions will result in an immediate grade of “F” in the class. See the General Catalog for examples and definitions that clarify the standards by which academic honesty and honorable conduct are judged.

http://www2.gsu.edu/~wwwdos/codeofconduct.html
http://www2.gsu.edu/~wwwdos/wordFilesEtc/04-14-10%20%20Student%20Code%20of%20Conduct%20with%20Revisions%20from%202009-10.pdf
http://www.gsu.edu/images/Downloadables/Catalog_Undergraduate_09-10.pdf

Reprinted from Georgia State University Dean of Students Office, Academic Conduct Policies, Accessed on July 29, 2011

Georgia State University - Academic Conduct Policies and Procedures

POLICY ON ACADEMIC HONESTY

Introduction

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest.
and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University’s policy on academic honesty is published in the Faculty Affairs Handbook and the Student Handbook, On Campus, which is available to all members of the University community. The policy represents a core value of the University and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including students, faculty, and staff, are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the Office of the Dean of Students, and the Office of the Provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University’s Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author’s name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized
help include the use of notes, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

PREDATORY PRICING in the Business Strategy Game [BSG] is a form of dishonorable conduct. For any BSG group found guilty of predatory pricing, the following will apply:

- The Department of Justice will conduct a criminal investigation with possible criminal sanctions, subject to treble damages.
- A civil action may be brought against the perpetrator by those BSG groups damaged by the predatory actions, also subject to treble damages. Justice Prudence will preside.
- An essay on Antitrust Law - history and industry ramifications - [10 pgs.] will be required from each one of the BSG group members of the violating firm.

NOTE: Absent special circumstances, these will be the policies of this class. All special circumstances must be documented in writing, and unless it is an emergency situation, notification is required prior to the event.

B. UNIVERSITY POLICY ON DISABILITIES:
Georgia State University [GSU] provides program accessibility and reasonable accommodations for persons with disabilities. Specifically, GSU provides evaluation of individual needs, advisement, and appropriate support for academic programs of identified persons with disabilities. Students with disabilities have the responsibility of contacting the Office of Disability Services to assess their needs. Students must identify themselves and their needs to the professor no later than the first day of class.
III. COURSE DESCRIPTION

This is the capstone course in the Robinson College of Business and is required of all seniors. We will explore strategic management issues from the perspective of top management. This class integrates the subject matter from business core courses and other disciplines, leveraging strategies to business challenges in dynamic environments with few clearly defined boundaries. In order to gain a comprehensive view of strategic decision-making, you will be expected to blend your area of expertise with those of other students’. Business is inherently an “integrated” activity. Hence, no major functional area of an organization can be fully understood in isolation. While corporate functions have been broken apart for study, understanding the interactions and interrelationships between these functions is critical to understanding the synergy of strategic management.

The second major purpose of this class is to introduce you to a strategic perspective of business. Strategic thinking and planning are the drivers for organizations. This class will introduce you to the basic perspectives that guide organizational analysis, and the tools that facilitate these analyses. Understanding the roles in and contributions to organization-wide strategies will be critical for effective performance. Whether large or small, businesses need an integrated perspective in order to analyze competitors and industries. You will develop these skills as well as an appreciation for the roles of all managers in the formulation and implementation of organizational strategies.

The “WHAT”, “HOW” and especially the “WHY” questions will provide you with insights about how “STRATEGY” affects everyone in the organization.

IV. GLOBAL LEARNING OUTCOMES

This course emphasizes the process of comprehensive thinking, problem analysis and solution. THINKING CREATIVELY and CLASS PARTICIPATION are highly valued.

😊 Examine thought processes and analytical skills critical to strategic thinking.

😊 Appraise your skills in conducting strategic analysis in a variety of industries and competitive situations and, formulate a stronger understanding of the competitive challenges in a global market environment.

😊 Integrate concepts and models learned in previous course work with real world situations, assessing business risk, competitive advantage and strategic options.

😊 Synthesize, arrange and present complex material competently in both written and oral form, and adapt presentations to specific audiences/purposes.

😊 Assess the role of corporate strategy in managing a diversified firm and explain the relationship between corporate-level strategy, business-level strategy, and the positive or negative impact on the performance of business units.

😊 Evaluate the characteristics of a good business-level strategy, assessing the relationships between/among variables, and a firm’s ability to sustain above average profitability.

😊 Develop your analytical tools of understanding and applying to a competitive marketplace: Porter’s Five Forces of Competition Model; Porter’s Value Chain Analysis; and the Resource-Based View of the Firm.

😊 Demonstrate understanding of competitive dynamics such that you are able to make accurate predictions of competitive outcomes in markets, based on firm-level and market-level inputs.
Master “critical incident learning” skills by navigating a virtual corporation through dynamic environmental conditions, volatile industry forces, and fierce competitors.

Appraise the importance of ethical principles, personal and company values, and socially responsible management practices.

Evaluate firms from an integrated, systems perspective, operating in an increasingly global market environment. This may be demonstrated by your ability to apply text theory/concepts to the BSG, and your understanding and application of the systems model [strategy formulation → strategy implementation → performance] used to better understand the BSG.

COURSE COMPETENCIES

Enable you to become more proficient in capitalizing on personal computers for business analyses. Exhibit competencies with computer software (word processing, spreadsheets, and graphics).

Enrich your group experience by harnessing diverse skills, abilities, and perspectives of individual group members. Exhibit the ability to interact effectively as a group or team member.

V. COURSE METHODOLOGY

This course requires extensive student participation in the form of class discussions. The central theme of this class will be the study and evaluation of systematic long-range management. Lectures, class discussions, case assignments and the Business Strategy Game [BSG] comprise the primary teaching vehicles used in this course. The BSG is a computer simulation that involves teams of students from different functional backgrounds. Your team will submit your BSG decisions EVERY TUESDAY via the BSG website www.bsg-online.com. These decisions should reflect your team’s strategies.

Also, you must read the designated text material, case assignments and current issue of The Economist, Financial Times, The Wall Street Journal, BusinessWeek, Fortune, Forbes, Harvard Business Review before each class session.

Your QUALITY PARTICIPATION is required for every class.

This is not a “lecture course.” Hopefully, it will be an interactive and dynamic learning experience. This class provides a vehicle for creativity, communication, initiative and risk-taking. Strategic management is more than the set of tools you will acquire in this course. It is a philosophy and an approach to problem-solving.

NOTE: It is recommended that you develop an overall concept of strategy during the first two weeks of the semester. One approach would be to scan the text ahead of the required assignments.

VI. WITHDRAWAL

OCTOBER 7, 2011 is the last day to withdraw and possibly receive a “W”, provided that you have a passing grade at that time, and have met all other requirements specified by the Registrar’s Office. For more information, consult the Office of Academic Assistance.
WITHDRAWAL POLICY
See 2011-2012 Undergraduate Catalog

1332.10 Dropping Classes and Voluntary Withdrawal

Limits on Withdrawals with a Grade of W
http://www2.gsu.edu/~catalogs/2011-2012/undergraduate/

As of Fall 2006, undergraduate students are permitted to withdraw with a grade of “W” a maximum of six (6) times during their undergraduate careers at Georgia State University.

The limit on withdrawals does not apply if a student withdraws from all classes during a term before the midpoint. However, students are only allowed to withdraw from all classes prior to the midpoint twice without having their withdrawals count against the limit. Students who withdraw from classes a third or subsequent time will automatically receive a grade of “WF” in their classes if they have reached their limit of “W”s. A withdrawal after the midpoint is automatically assigned a “WF”. For GPA calculation purposes, a “WF” counts as an “F”.

The following types of withdrawals do not count against the limit on withdrawals with a grade of W.

a. Hardship withdrawals (see Section 1332.40).
b. Grades of WF (withdrawal failing).
c. Grade of WM (withdrawal military).
d. Withdrawals taken in semesters before Fall Semester 2006.
e. Withdrawals taken at other institutions.

VII. FLEXIBILITY

This course syllabus provides a general plan for the course; deviations may be necessary.

VIII. PERFORMANCE

I will return quizzes/cases/assignments/reports as quickly as possible in order to provide you with timely feedback. You may talk with me about your performance at any time. If you have any questions – PLEASE ASK. I want to help you to perform well!!! MAKE suggestions!

IX. GRADING

A WORD ABOUT GRADING

Grades will be earned on the basis of RESULTS, NOT EFFORT. Sometimes your efforts are not rewarded to your satisfaction. Thus, you may spend a great deal of time on an assignment and not earn as high of a grade as someone else who does a better job with less effort. Try to be focused and efficient in your assignments. Always try to have fun. I am here to help you. Ask me.
## GRADING

<table>
<thead>
<tr>
<th>ITEM</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUIZZES [14]</strong></td>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td><strong>BUSINESS STRATEGY GAME [BSG] [ADJUSTED for PEER EVALUATIONS]</strong></td>
<td>200</td>
<td>20</td>
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<tr>
<td>You must complete the PEER EVALUATION form to receive a grade in this class.</td>
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<td>NOTE: Your BSG grade will be determined from the GAME-TO-DATE score [INVESTOR EXPECTATIONS + BEST-IN-INDUSTRY]/2 located on the Final FOOTWEAR INDUSTRY REPORT.</td>
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<tr>
<td><strong>BSG JOURNAL – PORTFOLIO [ADJUSTED for PEER EVALUATIONS]</strong></td>
<td>200</td>
<td>20</td>
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<tr>
<td>You must complete the PEER EVALUATION form to receive a grade in this class.</td>
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</tr>
<tr>
<td><strong>BSG TEAM PRESENTATION [1]</strong></td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td><strong>CASE ANALYSIS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANDATORY CASE [EVERYONE MUST COMPLETE THIS CASE]</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>OPTIONAL CASE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POSSIBLE POINTS FOR SUCCESSFULLY COMPLETING THE INDIVIDUAL CASE</td>
<td>100</td>
<td>10</td>
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<tr>
<td>POSSIBLE POINTS FOR SUCCESSFULLY COMPLETING THE LEARNING CASE</td>
<td>130</td>
<td>13</td>
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<tr>
<td><strong>CONTRIBUTION [PARTICIPATION]</strong></td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td><strong>ASSESSMENT EXAM BONUS POINTS</strong></td>
<td>2-6</td>
<td></td>
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<tr>
<td><strong>TOTAL POINTS MORE POINTS WITH OPTIONAL CASES</strong></td>
<td>1000</td>
<td>100%</td>
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</tbody>
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**NOTE:** Failure to contribute in a meaningful fashion either individually or in your BSG group will most likely result in a failing grade for BUSA 4980.

Page 10 of 22
X. COURSE REQUIREMENTS

The course requirements are as follows: FOURTEEN [14] quizzes [of which the lowest quiz grade will be dropped]; the Business Strategy Game [BSG]; the BSG Journal-Portfolio; one [1] BSG Team Presentation; one [1] Mandatory Individual Case Analysis/Presentation; and meaningful participation [contribution]. An Optional Case Analysis/Presentation is available for those students striving for excellence. 😊😊😊

A. QUIZZES

FOURTEEN quizzes will be used to test your knowledge of the subject matter. The first two quizzes will be based on The Business Strategy Game Player's Guide. These two quizzes- BSG PART I and BSG PART II are taken online www.bsg-online.com, and are open-book, timed exams to be completed by a designated date/time as stipulated in the COURSE SCHEDULE. If you do not complete and submit BSG PART I and/or BSG PART II quizzes by their requisite dates/times, you will receive a zero for these quizzes. The two BSG quizzes consist of 20 randomly-generated, multiple-choice questions.

The remaining TWELVE quizzes will cover the class material and reading assignments. These quizzes will consist of multiple-choice/short answer questions from the text chapters. From all fourteen quizzes, the lowest quiz grade will be dropped. 

NOTE: MAKE-UP QUIZZES WILL NOT BE GIVEN.

B. BUSINESS STRATEGY GAME [BSG] SIMULATION/COMPETITION

As a member of a multi-functional team, you will be responsible for running a company within a global industry setting. Your team will compete with others for market share and peak performance. The competition will last the entire semester, each decision representing one year in the simulation. There will be a total of ten [10] BSG decisions due. EVERY TUESDAY your TEAM will submit ONE DECISION as follows:

1. ENTER YOUR DECISIONS ON THE WEBSITE www.bsg-online.com ON EVERY TUESDAY BY THE DESIGNATED DATE/TIME- SEE THE COURSE SCHEDULE. These decisions should reflect information regarding production, marketing, shipping, etc., that will determine your teams’ outcomes in that year’s competition. You may revise these decisions as many times as you like, up until...
the time that they are due. At that point all decisions will be simultaneously processed. These BSG decisions will be due on EVERY TUESDAY at the BEGINNING of class.

2. Turn in a HARD-COPY REPORT of your team’s decisions, with all teammates’ signatures on it to:
   A. Signify that it was a TEAM EFFORT.
   B. Show that you have each DOUBLE-CHECKED the accuracy of all data.
   C. Verify that you have made your weekly entries into your JOURNAL.

3. Turn in a STRATEGY STATEMENT. This is a four page (plus/minus) summary [outline format] describing the justification for each decision. Here, you should present your overall strategy, the rationale behind it, and how you feel your decisions will help you accomplish your goals. Initially, do the best that you can. Over the course of the semester, the learning curve should take effect and your strategy statements as well as your actual decisions should become more sophisticated.

Following each BSG yearly processing, your weekly Strategy Statement should be updated to become the WEEKLY/YEARLY LOG part of your journal. Please see BUSINESS STRATEGY JOURNAL-PORTFOLIO, Section 2, below.

4. STRATEGIC GROUP MAPS (SGMs) are a required part of the journal. Their purpose is to facilitate your understanding of and performance in the BSG. To this end, Strategic Group Maps for all four branded markets will be required each year, starting with BSG DECISION #2 (Year 12), including BSG YEAR 11 SGMs. For the Journal, all 40 SGMs (including BSG Year 11) are required. Please do NOT turn in the strategic group maps generated by the BSG in the Competitive Intelligence Report. These are NOT SGMs, in that they do not identify industry strategies.

See the COURSE SCHEDULE for BSG DECISION DUE DATES

C. BUSINESS STRATEGY JOURNAL- PORTFOLIO

In lieu of a comprehensive final exam, each team will turn in a journal-portfolio that describes and analyzes your team’s decisions and results each week, and for the overall competition. [Note: if you are making the weekly entries, this assignment should not be an undue burden at the end of the course]. The journal-portfolio must, at a MINIMUM, include the following: Every section MUST be in outline format.

1. An EXECUTIVE SUMMARY [outline format] that describes the vision/mission/strategy of your firm; objectives (both- strategic and financial- should be specific, aggressive and outcome-oriented; your strategic positioning; key competitors by region (why were they your competitors and in which markets); summary of strengths and weaknesses; and competitive advantages/disadvantages- yours vs. rivals. Please use these as your subheadings. For each area, provide company examples that justify your position. PLEASE DO THIS!!

2. A WEEKLY/YEARLY LOG that discusses the strategy and tactics of your team, and includes an analysis/diagnosis of why your team’s strategies/tactics are succeeding or failing, relative to other teams’ strategies. You may include the two page weekly strategy statements, here, describing the decision-making rationale from year to year. However, you MUST expand on these strategy statements and analyze:

   [A] Overall Strategy/ Strategic Highlights
   [B] Discuss 4 Geographic Regions (NA, EA, LA, AP) and 3 Markets (Wholesale/ Branded, PL, Internet).
   [C] INPUTS: Strategy and Expected Results [INTENDED STRATEGY- goals are
Please describe the SPECIFIC combination of competitive weapons you have assembled to create an integrated, distinctive strategy. BE SPECIFIC regarding how each weapon your firm emphasizes facilitates the formulation your specific strategy. Absolute or relative target numbers will help clarify your intent. You should discuss the key strategic weapons (the decisions you are making, e.g., raw material mix, celebrity bids, worker productivity, delivery rate, etc.) for your strategy, and the SPECIFIC ratings etc. you expect for these weapons.

WHAT IS YOUR BUSINESS-LEVEL STRATEGY?

[D] OUTPUTS: Actual Results [REALIZED STRATEGY]

[E] COMPARE/CONTRAST Intended vs. Realized or Expected vs. Actual Results [DIFFERENCE- WHAT WILL YOU DO NOW? WHAT DID YOU LEARN?]

[SUCCESS FACTORS/FAILURE FACTORS]

[F] LINK to STRATEGIC and FINANCIAL OBJECTIVES

Discuss in terms of the value chain and the strategic weapons that you implemented to achieve your strategic/financial objectives.

Discussion/analysis of these three areas is more comprehensive when done for each decision area, rather than on an overall basis for the entire year. Organization should include the four regions and three markets.

3. A PERFORMANCE SUMMARY section in the form of spreadsheets and graphs that illustrate how the team performed in Key Success Factor areas, and how it did in terms of important outcome performance measures, such as market share and stock price, etc. Analyze both Formulation [Input Variables for ALL regions] as well as Performance Measures [Output Variables]. Demonstrate relationships among key variables. Try to be creative by addressing more than one variable on a graph, and demonstrate key relationships between input and output measures. PLEASE minimize redundancy by illustrating all years on one graph rather than one graph per year. (You should set up time-series graphs to track all of this information early.) Please include:

- TREND ANALYSIS for your company.
- COMPARISON to the INDUSTRY.
- Include an EXPLANATION and DISCUSSION of EACH graph.

If you include Performance Summary graphs in Section 2 [Weekly/Yearly Log] [which is fine], then PLEASE include a DIFFERENT set of graphs in Section 3 [Performance Summary]. THANK YOU 😊😊😊

4. A presentation of a SWOT analysis of your team. [USE THE SWOT HANDOUT and PLEASE EXPLAIN EACH SUBHEADING!!!]

- IDENTIFY STRENGTHS/WEAKNESSES by Geographic Regions/Markets/Years.
- GOOD YEARS- STRENGTHS- WHY?
- NOT SO GOOD YEARS- WEAKNESSES- WHY?

5. STRATEGIC GROUP MAPS [SGMs] TOTAL of 40, Years 11-20 [one per year, per branded market] for the industry, demonstrating industry transitions per geographic region. You should consider all regions regardless of whether your company competed in that particular market or not. Identify the variables used and how they were measured. Please ANALYZE/DISCUSS the maps themselves, i.e. which companies comprise your strategic group from year to year; which firms are pursuing which business-level strategies? Does this change from year to year? Both QUANTITY and QUALITY are important here.
Please Designate Axes, i.e. Differentiation Factors (Identify the three variables that comprise this measure; Cost Leadership Factor (Price)).

Market Share may be indicated with circle size.

DO NOT COMBINE REGIONS, please. This distorts your information.

Note: Integrating the SGMs with the yearly logs or designating a distinct SGM are equally viable options.

NOTE: 6 and 7 are OPTIONAL; they are welcome however; do not substitute for 1-5.

6. ADDITIONAL VALUE: Consider including something creative and unique to your journal, e.g., Cumulative Strategic Group Maps for your company per region for all ten years- demonstrating the implementation of your Business-Level Strategy in each region over the ten years- also please discuss; A Value Chain Analysis; Porter’s 5-Force Model Analysis; Industry Life Cycle; Key Success Factors; Cost of Capital Analysis; Break-Even Analysis; Ratio Analysis; Decision Support Tools.

7. OPTIONAL: Constructively criticize the BSG and/or the BSG Guide.

IF YOU ARE PROUD OF YOUR JOURNAL, THEN YOU HAVE DONE A GOOD JOB 😊😊😊

JOURNAL GRADING GUIDELINES

A = Integrated, comprehensive, and dynamic analysis; a strategy that is rationally supported and effective.

B = Working toward “A,” but incomplete, some inconsistencies or misunderstandings; strategy has gaps, could be more effective.

C = Working toward “B,” but with weaknesses in many areas, major inconsistencies, or failure to properly address items needed for assignment completion.

D= Decisions turned in, little else; poor or no analysis of merit; lacking rationale or analysis; poor competitive strategy and little or no effective effort to remedy.

F = Failure to do assignment at threshold level.

It is imperative that you strive for excellence regarding this journal-portfolio as this is the capstone element of this capstone course. Please DO NOT INCLUDE the FIRs or other BSG-generated materials…this should be your work.

GUIDELINES:

😊 Table of Contents
😊 NO COMPUTER PRINTOUTS FROM THE BSG, please.
😊 100-200 pages [including Table of Contents/Models/Diagrams/References] in FULL SENTENCE OUTLINE [Format- typed, single-spacing within sections, double-spacing between sections].
😊 NUMEROUS [THIS MEANS MANY as in MANY…..] Graphs/Diagrams/Models
😊 References, grammar and syntax are important and will be considered in grading.
😊 Use HEADINGS and SUBHEADINGS to organize your journal.
Performance Summaries are more efficient when several years are depicted instead of just one.

All models/diagrams/tables/graphs/exhibits should be referenced in the text, fully explained in the text, and underlined in the text [e.g. Model 1]

The journals will NOT be returned; therefore make extra copies for yourselves.

Late journals WILL NOT be accepted.

**DUE**: All BSG Journals are due on **THURSDAY • DECEMBER 1, 2011**.

**DUE**: All PEER EVALUATIONS (Not the ones on-line) are due on **THURSDAY • DECEMBER 1, 2011**.

**D. BSG TEAM PRESENTATION**

- Please turn in a hard copy of your presentation.
- **FINAL PRESENTATION: 10 YEARS**
  - **EACH and EVERY GROUP MEMBER MUST PARTICIPATE** in a MEANINGFUL role. Meaningful does not mean introducing the presentation and team members, but rather that each member presents a substantive part of the final presentation. This is mandated by the J. Mack Robinson College of Business UPC [Undergraduate Program Council]. Please be sure that you are clear regarding this requirement as you plan for your final presentation later in the semester.

Your firm is a public company and as such you are obligated to make public presentations of your strategy and to take questions from the public. Normally, firms do this at Annual Meetings and at presentations to investor groups and the like. As real firms, you will present your strategy positively, and you must be honest. You can avoid specifics to some extent, however, you have an obligation to be open enough that investors can make intelligent decisions. In the real world, if you are perceived as secretive or devious, your stocks and bonds will be abandoned, your prices will fall, your ability to raise capital will be reduced, and you may be on your way out.

At the end of the BSG, you will be required to make a 5-minute professional presentation to the “public” about your firm’s strategy and success in the Footwear Simulation, and answer questions at the end of your presentation. **USE GRAPHS TO ILLUSTRATE YOUR COMPANY’S PROGRESS. STRATEGIC GROUP MAPS ARE REQUIRED.**

The order of presentations will be LAST to FIRST according to the GAME-TO-DATE score [INVESTOR EXPECTATIONS + BEST-IN-INDUSTRY] for YEAR 20 (final).

**PRESENTATION FORMAT: 10 YEARS**

**TOTAL of 16 slides**

Based on accepted U.S. business practices, the requirements for a professional presentation require three items: opening, message/body and closing. You will be graded on how well you incorporate these elements with the requirements of the BSG presentation:

1] An opening that captures the audience’s attention, establishes the purpose and context of the presentation, and previews major points.

**REQUIRED SLIDE:**
1 Slide: INTRODUCTION
Firm Name, Managers and Business-Level Strategy (or sets of strategies if regionally different)

2] A message/body that explains points completely; uses a logical, easy-to-follow sequence of ideas and smooth transitions; and supports major points with solid evidence (facts, statistics, graphs, etc.)

REQUIRED SLIDES:
■ 5 Slides: STRATEGY FORMULATION: FIVE INPUT VARIABLES, e.g. Price, Advertising, S/Q Rating, etc. (Bar/Line charts) - 10 YEARS
SELECT ONE REGION FOR YOUR PRESENTATION, THE JOURNAL SHOULD INCLUDE ALL FOUR REGIONS.
Always Compare Your Firm to the Industry Average

■ 5 Slides: PERFORMANCE: FIVE OUTPUT VARIABLES, e.g. ROE, Stock Price, Credit Rating, etc. (Bar/Line charts) - 10 YEARS
Always Compare Your Firm to the Industry Average and Investor Expectations

■ 4 Slides: FOUR STRATEGIC GROUP MAPS- Select one of the following two options:
  ● ONE REGION, FOUR YEARS, Including Year 20
  ● FOUR REGIONS- All Year 20
    ■ Take note of your competitors and be ready to point them out.
    ■ Be sure that your company is easily recognizable and visible on the map.

3] A close that summarizes the major points and provides the audience with a sense of closure that leaves them with a strong final impression.

REQUIRED SLIDE:
■ 1 Slide: LEARNING POINTS, i.e. the AHAAA slide!!!!
FINAL THOUGHTS: IF WE KNEW THEN WHAT WE NOW KNOW.

In addition, a professional presentation should include:

- Visual aids that add interest, variety and impact to the presentation; that are correct, consistent and well designed; and that are effective in ensuring audience comprehension and retention.

- Nonverbal delivery skills that present the speaker as credible and proficient with an emphasis on preparation, professionalism, and poise; natural gestures and movement; comfortable eye contact; discrete use of notes and slides; and appropriate vocal volume, inflection and pace. Dress for this presentation as if you were delivering a formal presentation at the Annual Meeting of your BSG Company.

Groups will be evaluated according to these professional presentation requirements as well as:

1] Your group’s ability to effectively communicate your strategy,
2] Your group’s presentation of your strategy according to the following model:

STRATEGY FORMULATION ➔ STRATEGY IMPLEMENTATION ➔ PERFORMANCE
3] Your group’s ability to answer “unstructured” questions during the question and answer session. Be prepared to discuss company strategy, competitors in the various markets, and how to effectively deal with these competitors. **EVERY GROUP MEMBER** must participate in the presentations. The same grade will be earned by all group members.

- Stick to the Footwear Industry and Competitive Intelligence Reports!!!
- Please turn in a hard copy of your Presentation!!!
- PLEASE DO NOT COMBINE REGIONS as this distorts your information
- NOTE: Answering the questions following your presentation well does not compensate for an inadequate presentation.

Your BSG presentation should adhere to these guidelines in order to receive a passing grade on the presentation. **REMEMBER to follow these instructions ONLY!!! DO NOT look on the BSG website for any other types of presentation instructions!!!**

- Asking **good questions** in class will contribute to your **participation** grade 😊

**COMPUTER PRESENTATIONS ARE REQUIRED.**

When making your presentations, keep in mind the following:

- Organize Your Presentation
- Be Honest
- Be Clear
- Incorporate Relevant Terminology
- Be Creative
- Be Prepared
- Strive for Positive Delivery, Pace, Volume and Ease of Presentation
- Use Appropriate and Effective Visual Aids
- Be Enthusiastic
- Synergism should be evident (group product better than the sum of its parts)
- Summarize
- Answer all points clearly and succinctly
- Please submit a hard copy at the beginning of class

**E. CASE STUDY/CASE ANALYSIS- OUTLINE FORMAT REQUIRED**

Please do not even turn it in if it is not in outline format. **PLEASE ONLY TURN IN COMPLETED CASES.**

There are two different types of cases for BUSA 4980:

- **A MANDATORY CASE** will be completed by everyone and an **OPTIONAL CASE**, which only some of you will complete. Please follow the guidelines in the Case Analysis Handout for directions on completing both the Mandatory and Optional Cases.

- Please note that this is an ININDIVIDUAL PROJECT. Unless you are completing the **LEARNING CASE**, ANY collaboration is **UNAUTHORIZED** and will result in strict penalties. **Academic penalties include such sanctions as assignment of a failing grade for a particular course requirement, or for the course itself, or for other tests**
or program assignments. They are set by the faculty member. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations.

See Policy on Academic Honesty:
http://www2.gsu.edu/~wwwdos/codeofconduct.html
http://www2.gsu.edu/~wwwdos/wordFilesEtc/04-14-10%20%20Student%20Code%20of%20Conduct%20with%20Revisions%20from%202009-10.pdf
http://www.gsu.edu/images/Downloadables/Catalog_Undergraduate_09-10.pdf
(Section 1380)

YOUR CASE ANALYSIS MUST BE ORIGINAL WORK. BE VERY CAREFUL TO REFERENCE ANYTHING THAT IS NOT YOUR WORK [both in the body of the case as well as in the reference section].

FAILURE TO ADHERE TO THIS WILL BE CONSIDERED PLAGIARISM, RESULTING IN ANY OF THE FOLLOWING CONSEQUENCES:

■ GRADE OF ZERO ON THE CASE ANALYSIS
■ GRADE OF “F” IN THE CLASS
■ TRANSCRIPT ANNOTATION

REFERENCING [If it does not come from your mind, it should be referenced]
http://support.gale.com/al/12/1/article.asp?aid=1467&bt=4

APA REFERENCING
http://owl.english.purdue.edu/owl/resource/560/01/
http://www.lib.usm.edu/research/guides/apa.html
http://apastyle.apa.org/
http://www.lib.usm.edu/help/how_do_i_faq/help_faq/how_do_i_learn_more_about_style_guides/how_do_i_get_help_using_apa.html

MLA REFERENCING
http://owl.english.purdue.edu/handouts/research/r_mla.html
http://support.gale.com

See the CASE ANALYSIS HANDOUT

USE THE SAME HEADINGS AND SUBHEADINGS TO ORGANIZE YOUR CASE

Individual Assignment- NO COLLABORATION This means NO ASSISTANCE (given or received) from any other student in ANY section!

Optional Cases to be determined

FULL SENTENCE OUTLINE [Format- typed, single-spacing within sections, double-spacing between sections].

PLEASE DO NOT USE PHRASES SUCH AS- As stated before…or … As previously stated… Each section and subsection of your CASE ANALYSIS should be complete by itself. In other words, each section and subsection should fully address the issue at hand, independent of what facts you may have included in previous sections.

NO LATE CASES/NO INCOMPLETE CASES will be accepted………..

PLEASE, DON’T EVEN ASK.
CASE PRESENTATIONS ARE REQUIRED FOR ALL CASES—MANDATORY and OPTIONAL

As part of the case assignment, it is expected that you will present your case analysis to the class on the due date specified in the case schedule. Only the Learning Case requires a formal presentation with the use of Power Point slides. Both the Mandatory Case and Individual Optional Cases are informal presentations that do not incorporate the use of Power Point slides or transparencies. Presentations are required for everyone completing a case. A case must be completed in order to be considered for grading. No subtractions from your case grade will be made if you complete your presentation. In the unlikely event that you do not partake in your case presentation and still turn your case analysis in on time, 10% will be deducted from your case grade for no presentation. HOWEVER, only in exceptional cases will you be excused from presenting in class. In such cases, 10% will still be deducted from your case analysis grade, and you will be required to discuss your case with me in my office.

NOTE: NA’s are NOT an acceptable response. Please answer ALL sections and all sub-sections of the case analysis handout. Most, but not all of the requisite information is contained within the case write-up. However, you will need to use other sources to supplement the case, i.e. the library, the Internet, and your mind.

DUE: The Case Analysis will be presented to the class and turned in on the designated due date. [Please consult the CASE SCHEDULE for specific due dates.]

LATE OR INCOMPLETE CASES WILL NOT BE ACCEPTED.

F. CLASS CONTRIBUTION [PARTICIPATION]

In large part, the increased emphasis by business schools on class contribution reflects the need for effective communication in the corporate world. As many of you already know, working in the corporate world, communications skills are vital. In fact, part of your performance evaluation may be based on verbal and written communication skills. It is your responsibility to cultivate these skills.

To this end, class participation is STRONGLY encouraged. NO QUESTION—Lack of participation will negatively affect your final grade. Classroom sessions should be built on trust and communication where students may interact with each other in a non-threatening environment. Class discussions provide a forum for your ideas and questions. Everyone benefits from either a clarification or an insight. Please take advantage of this opportunity to develop your communication skills. Attendance is important. If you do not show up, you cannot contribute. In order to facilitate the appropriate allocation of participation points, a seating chart will be used. Pick your favorite seat on the second day of class. Please correctly position yourself on the seating chart.

Your CONTRIBUTION [participation] grade is based on the following:

1] QUANTITY: Active participation in class discussions, during individual presentations, and in response to questions from the professor.

2] QUALITY: Quality comments include:

- Offers a unique and relevant perspective.
- Demonstrates reflective and critical thinking.
- Recognizes inherent trade-offs.
Builds on other comments.
Moves the discussion forward.
Links relevant content from previous course segments.
Respects the positions and opinions of others.
Appreciates the fact that others’ views may be equally valid.
Invites others to participate in the discussion [e.g. asking others questions].

3] Points may also be earned by bringing to class current magazine/newspaper articles RELEVANT to the course. Please identify the STRATEGIC MANAGEMENT concept that relates to your article.

G. CLASS ATTENDANCE
PLEASE NOTE: ATTENDANCE DOES NOT COUNT AS CONTRIBUTION [PARTICIPATION]. You are graded only on contribution, not attendance. ON CERTAIN DAYS, ATTENDANCE IS MANDATORY. You will be advised by your professor as to which days are compulsory. There is no formal attendance policy. However, in the event of an absence, it is your responsibility to turn in work ahead of time if your absence is anticipated, or in extreme cases, with instructor permission, to make up any missed work. The instructor reserves the right to examine each situation on a case-by-case basis.

In order to receive the maximum value from this course, it is strongly suggested that you attend all class sessions. There are two reasons for this:

[1] You must be physically and mentally present in order to participate. VERY IMPORTANT!!!!

[2] Learning from each other is central to education. Interactive discussions provide valuable insights for all concerned.
XI. SUGGESTED READINGS


Byham, W. Zapp! The Lightning of Empowerment [Available on audio-tape, and several versions are industry-specific]

Carlzon, J. Moments of Truth


Friedman, T. L. [2005]. The World is Flat. United States: Farrar, Straus and Giroux


SUGGESTED PERIODICALS

Academy of Management Executive
Academy of Management Journal
Academy of Management Learning & Education
Academy of Management Review
Administrative Science Quarterly
BusinessWeek
Economist
Europe-Asia Studies
Foreign Affairs
Foreign Policy
Fortune
Forbes
Harvard Business Review
International Journal of Technology Management
International Journal of Accountancy
International Journal of Business Strategy
International Journal of International Business Studies
International Journal of Small Business Management
Long Range Planning
New York Times
Planning Review
Strategic Management Journal
Wall Street Journal
World Policy Journal
World Watch

COURSE NOTE:

BUSA 4980 is an INTENSE course. Not only do you have to plan for a rapid work schedule, you must also be mentally prepared. Review the schedule and get ready. Stay focused and committed. Work harder and better than ever before. You will do well. I am here to guide you, however, I cannot learn for you.

I HOPE THAT YOU ENJOY THE COURSE!