

MAN6721 - Business Policy (OEMS19)

Spring 2019

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REQUIRED COURSE MATERIALS

Course Packet & Class Materials

Capsim Global and Capsim Teammate (via Canvas)

COURSE DESCRIPTION

Globalization and technological advances have created exciting opportunities for managers to pursue strategies in markets around the world. These developments also present managers with enormous complexity in terms of understanding diverse economic, political and social environments, managing the organizational tension inherent in coordinating activities worldwide, fostering innovation and cross-cultural learning and interacting with employees and partners from diverse cultures.

This course focuses on the analysis of the strategic challenges facing the business enterprise in the global environment. We will explore how multinational corporations create competitive advantage and success in the complex global arena. It will cover the following areas:

- Motivation and process for overseas expansion
- Differences in the international context
- Creating effective strategy, structure and capabilities
- Enabling and facilitating worldwide innovation
- Managing cross border collaboration

PURPOSE OF THIS COURSE

During this term, we will examine the key activities undertaken by managers to evaluate new market opportunities, develop market entry strategies, and effectively manage expansion in international markets.

By the end, this course will provide global managers with a clear conceptual understanding of:

- The fundamental factors affecting the international expansion of the firm as distinct from purely domestic factors.

- The persistence of deep cross-national differences in the world that affect the strategy, performance, and value of the multinational firm.
- The influence of firm resources and capabilities on expansion strategies and foreign location choices.
- The optimal sequence, speed and mode of international expansion depending on the characteristics of the industry, the firm and the host country.
- The models for organizing and managing a multinational network of subsidiaries, including how to coordinate and transfer knowledge across borders.

The specific goal of this course is to help you to understand the range of competitive opportunities and challenges companies and managers face in creating value worldwide. The content focuses on how resources and capabilities enable a company to create a worldwide competitive advantage even in the face of a complex global environment.

Course takeaways:

- A toolkit of conceptual frameworks needed to navigate through the often-contradictory mass of information about how international competition takes place.
- A set of criteria for evaluating exactly how global strategy will help enhance the firm's long-term profitability and value.
- A clear understanding of how to measure and interpret the effects of economic, cultural, financial, political and social factors on international management decisions.

COURSE EVALUATION

1. Participation		10%
a. Teammate	5%	
b. In Class	5%	
2. Individual Quizzes		30%
3. Simulation(Team based)		30%
a. 7 (Scored) Competitive Rounds	21%	
b. Strategic Plan	3%	
c. Simulation Performance Report	6%	
4. Final Exam		30%

COURSE POLICIES

1. Participation

This is a case driven course. Therefore, class participation is a critical ingredient in the learning process. In order to derive the maximum benefit from the case method, it is imperative that you come prepared to each session. At a minimum, the well-prepared student comes to class having digested the readings and applied the salience concepts in analyzing the case under discussion.

Class discussion is also a key part of the learning process. Class discussion provides an opportunity to develop oral communication skills including the ability to concisely and persuasively present your ideas as well as effectively respond to the comments of other classmates.

In-Class Participation

I look at both quantity and quality of your contribution with the understanding that it is the value you bring to the discussion that will elevate your participation grade.

The criteria for assessing “value added”:

- Do the points made enhance the discussion by showing evidence that you prepared the assigned questions?
- Do the points made link the theory to “real” world experience or examples by showing intellectual curiosity by going beyond the obvious?
- Is there evidence of analysis rather than expression of opinions?
- Are the comments linked to those of others not just a re-packaging over case facts or classmates’ previous statements?
- Did the contribution further the class’s understanding of concepts or issues by integrating and building on knowledge from previous lectures and discussions?

This is how I will calibrate your class contributions:

- *Outstanding contributor – A.* In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.
- *Good contributor – A/B.* In-class contributions reflect thorough preparation. At a minimum, I expect and hope that all class members to fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.
- *Adequate contributor – B.* Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

- *Unsatisfactory contributor - C.* Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.
- *Non-participant – C/D.* The person has said little or nothing in this class to date and so has not contributed anything, bordering on detracting from the overall quality of the session. Such persons are free-riders because they have benefited from the thinking and courage of their peers but have offered little in return. If this person were not a member of the class, the quality of the discussion would be unchanged or possibly improved.

The intention is not to lecture for the entire class period. Instead, I will facilitate and encourage students to develop their own insights and thoughts on the assigned material.

Finally, most issues, cases and problems do not have one “right” answer, although there are some answers that are more correct than others are. Consequently, being “right” or “wrong” should not be of concern when participating. I am interested in your point of view especially the rationale behind the conclusions you have drawn based on the information at hand.

Teammate Module

TeamMate is an online evaluation tool designed to measure and develop teamwork skills. The TeamMate module contains two evaluations: peer assessment and team assessment. You will complete both evaluations twice throughout the semester.

The goal of the peer assessment is to evaluate each team member’s contribution to the project. The assessment contains 13 items on which students anonymously rate themselves and each member of their team.

The goal of the team assessment is to measure and improve team effectiveness. The assessment contains 37 items that cover both the team as a whole and each individual member.

2. Quizzes

Three preparatory quizzes will be given to assess your understanding of the assigned readings. Each quiz is open book and will be open for one week. Each quiz is located in the Canvas is due on the Friday at 5:00 pm before the weekend session. See the Course Schedule for the titles of the readings as well as the due date for each quiz. This is an individual-based assessment.

3. Term Project – Global Simulation

Teams will participate in the Global Simulation by Capsim. Teams will make decisions for three practice rounds and seven competitive rounds. Decisions for the rounds held outside our class

periods must be entered by 11 pm on the date outlined in the Course Schedule. In addition, teams must also complete the team strategy overview and a Simulation Performance Evaluation.

Students should review the Simulation readings and materials prior to attempting the practice rounds outlined in the Course Schedule.

Global Simulation Readings and Materials (located in Canvas or Global):

1. 6 Basic Strategies – Strategy selection determines how companies will be successful and outlines six basic strategies for Global. Used to complete the Team Strategy Overview assignment.
2. User Guide – Read prior to practice round. Also available in your Capsim Dashboard in Global.
3. Market Conditions Report – outlines market research done on the industry. Also available in your Capsim Dashboard in Global.
4. Balanced Scorecard – Should be reviewed after each round. Your results will determine team performance in the graded simulation. Available in Capsim Reports in Global.
5. Simulation Report – This is an example summary of a round performance for companies in your universe. Should be reviewed after every round.
6. Annual Reports and Financial Projections – are in the simulation and should be used after each round. Helps provide richer understanding of firm decisions.
7. Becoming a High Performing Team – This sets the stage for TeamMATE which is to be completed after rounds 2 and 7 of the graded simulations.
8. After every round, review the following reports: Simulation Report and Balanced Scorecard

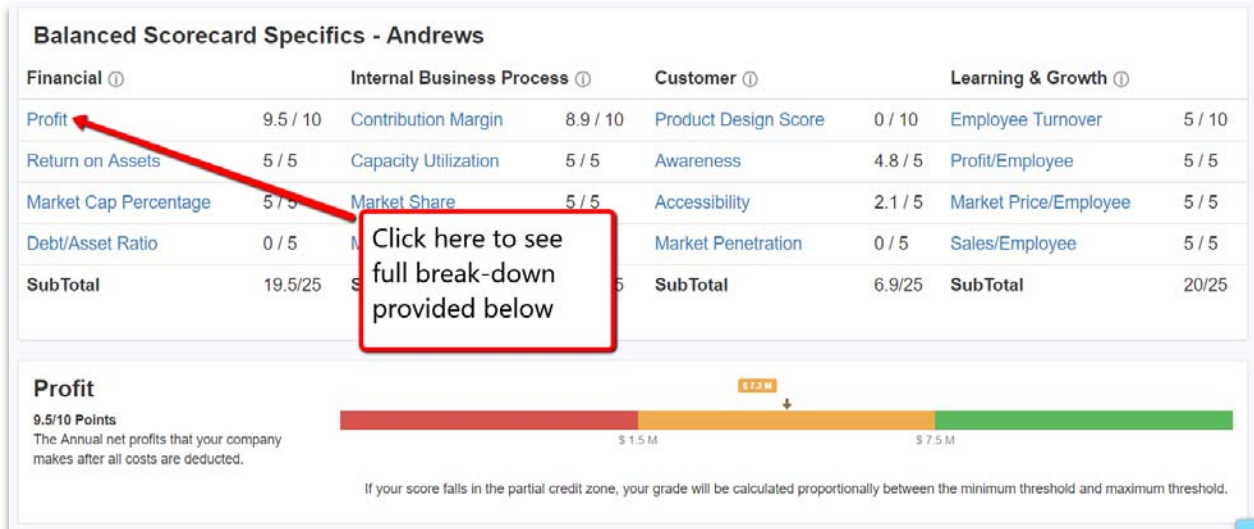
Competitive Rounds Scoring:

In the seven competitive rounds scoring is based upon the Balanced Scorecard. The Balanced Scorecard evaluates four pillars of your company: financial, internal business process, customer, and learning & growth. Each pillar is weighted evenly.

Each pillar looks at different areas of your company performance and grades you based upon how close your company comes to its gold standard. As the balanced scorecard sets expectations for the perfect company, it is normal to see scores low initially and then increasing gradually. Below you can find an example of the areas that the Balanced Scorecard assesses.

Financial ①		Internal Business Process ①		Customer ①		Learning & Growth ①	
Profit	9.5 / 10	Contribution Margin	8.9 / 10	Product Design Score	0 / 10	Employee Turnover	5 / 10
Return on Assets	5 / 5	Capacity Utilization	5 / 5	Awareness	4.8 / 5	Profit/Employee	5 / 5
Market Cap Percentage	5 / 5	Market Share	5 / 5	Accessibility	2.1 / 5	Market Price/Employee	5 / 5
Debt/Asset Ratio	0 / 5	Market Share Growth	0 / 5	Market Penetration	0 / 5	Sales/Employee	5 / 5
SubTotal	19.5/25	SubTotal	18.9/25	SubTotal	6.9/25	SubTotal	20/25

Clicking on each area in blue will outline the expectations for where your company would need to be in order to achieve full or partial credit. These expectations can vary on a per-round basis. Please see example below.



Each round is worth 3 point. Scoring is based on the results of the Balanced Scorecard. Rubric for scoring will be posted after the conclusion of the Practice Rounds.

Strategic Overview

This assignment is based on the readings from 12/3 and 1/6. Each team must outline their strategic plan for this simulation. This plan must address the following areas:

1. What is your planned strategic positioning?
 - a. Provide a brief SWOT analysis
2. Analyze this Industry using the 5 forces Model
 - a. Outline the drivers of each forces
3. How will you create a competitive advantage?
 - a. Detail the tactics you will use
4. What is your (global AAA) strategy?
 - a. Include the rationale for how it adds value to your company

Format:

- Three page maximum
- Bullet points are acceptable but must explain rationale

This assignment is worth 3 points and is due on January 4th.

SIMULATION PERFORMANCE REPORT

The deliverable for this assignment is a report written for the Board of Directors for your firm that outlines the results of the simulation and provides a critique of actions taken, results garnered and how your strategy evolved over the seven rounds of competition. The tone of this

report should be similar to the Management Discussion of Results Sections found in Annual Reports. Your report must address the following areas:

1. Overview of the Business
 - a. Summary of External Environment
 - b. Summary of Internal Environment
 - c. Outline of Strategic Choices
2. Analysis and Evaluation of Performance
 - a. Rationale behind tactics used to implement your strategic plans
 - b. Evaluation of results of strategies employed
 - c. Explanation of strategic and/or tactical adjustments
3. Recommendations for the future
 - a. Prioritize the challenges needed to be addressed
 - b. Problem solutions for improving your firm's competitive positioning

To receive full credit you must use the concepts from the readings to substantiate the choices and actions employed over the course of this simulation.

Format:

- 10 Page maximum not including in supporting graphs, charts, etc.
- Essay style

This assignment is worth 6 points and is due on 4/20.

5. Final Exam

The final exam will be an open book, take home exam. The exam will be case based.

The content of the exam will be concentrated on applying the readings and concepts covered during the term to the selected case.

UF Policies

Grading Scale

Letter Grade	Percentage Range
A	95% to 100%
A-	90% to 94.99%

B+	85% to 89.99%
B	80% to 84.99%
B-	75% to 79.99%
C+	70% to 74.99%
C	65% to 69.99%

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl/students.php>.

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Student Office (<http://dso.ufl.edu/drc/>). The DSO will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to the submission of assignments or taking of quizzes and exams. Accommodations are not retroactive.

Getting Help

For technical issues with the e-Learning website (Canvas), please contact the UF Help Desk at

Learning-support@ufl.edu; (352)-392-HELP – option 2

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from LSS. LSS will assign you a ticket once the problem was reported to them. You must email me within 24 hours of the difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help>.

These resources include:

- Counseling and Wellness
- Disability

- Resources for handling student concern and complains
- Library Help Desk

Appendix – Supplemental Capsim Readings

Reading	Appropriate Timing
6 Basic Strategies	Prior to starting practice
Market Conditions Report	Prior to starting practice
User Guide	Reference manual as they begin to practice – this should be something they consistently look at
Becoming a high performing team	Read prior to the TeamMATE evaluations and after receiving results from the first set of evaluations