COLLEGE OF CHARLESTON
MBAD 590 Integrated Capstone – Summer 2020
CRN 11645, M-W 8:30am – 12:00pm (remote)

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Course Description (from catalog)
The capstone course integrates knowledge and discussions from previous classes and culminates in developing skills to formulate and execute strategy. It emphasizes organizational policy, and the dynamics and global interdependence of business that executive decision makers face. Students will fully understand a firm’s operating environment and evolve into “general managers” who learn to make short and long-term decisions that drive competitiveness of a company.

Course Overview
The course is based on the principle of experiential learning (learning by doing). While I will provide some virtual instructions and workshops, my role is to be more of a coach to help you understand and reflect on what you are experiencing. We celebrate performance mistakes because that is where the real learning comes from. You have become used to working in teams and being supervised by faculty. This course provides the opportunity to be in an organization where there are roles and hierarchy. You will have bosses (a board of directors) that will act like the ones you will work for after graduation. Most importantly, you will learn to develop concise, clear and convincing presentations in order to gain approval for actions you want to take.

- You will apply for positions (President, VP of Finance, VP of Operations, VP of Marketing and VP of Strategy) to form an executive team prior to class beginning on May 11.
- You will be assigned to one of nine companies who will compete in an industry that sells athletic footwear in four international markets to three customer segments (online, wholesale and private label). We will use the Business Strategy Game simulation.
- There will be eight fiscal years of operation beginning at Year 11 (Y11). For each fiscal year (round), executive teams make over 70 finance, operations and marketing decisions for their company and will receive a series of reports and results relative to investor expectations. You will use your knowledge from previous classes to make good decisions and perform proper analysis of results.
- There will be two virtual board meetings during the course. The primary purpose of these meetings is to get high-level strategy support, approvals for certain decisions and to establish a bonus structure for the upcoming four fiscal years.
- At the end of the class, there will be an investor pitch where executive teams will make five-minute pitches to encourage investors to invest all or some of the $100M each investor has.
- Presidents will give two salary increases to their VP’s during the course. HR (me) will approve the increases and establish the increases for the presidents.
- There will be two opportunities where executive team members will provide evaluations of each other. Results will be sent to the presidents and they will conduct one on one performance meetings with...
their VP’s. I will conduct the performance meetings for the presidents based on team evaluations and my own observations.

- While we operate this like a real company, there will be a grade. Some will be individual assessment (I) and some will be team assessment (T)

Resources

1. Business Strategy Game. Program will pay for this simulation. Simulation contains inputs (decisions), reports, standings, quizzes, final exam and evaluations.
2. OAKS will house instructional videos, examples, grades, forms, tips and data from previous industries.

Grading

Final Exam (20%) – The final exam will be taken online and in the simulation. While the exam is open book it is important that you do your own work. The simulation provides the instructor many tools to ensure this. The exam includes questions from all functions (marketing, operations...) so while you are assigned a specific role within your executive team, it is important that you understand all the functions.

Final Team Standings (20%) – This is the Game to Date Scoreboard published in the simulation at the end of Y18. We will consider the Overall GTD score which includes bonus points.

Board Evaluation (10%) – This is a team evaluation provided by the board at the end of the Y16 board meeting. They will provide feedback after both the Initial and Y13 board meetings.

Bonus Compensation (10%) – Individual bonuses will be determined at the end of the Y14 and Y18. These will be based on actual results relative to proposed goals approved by your board.

Investor Pitch Competition (10%) – Executive teams will be asked to prepare a pitch and be able to 1) review value created for shareholders and pitch going forward plan. Pitches will be given to investors (faculty, staff and board members).

Annual Salary (15%) - Vice President positions will begin with an annual salary of $200,000 (president salary is $210,000). Executive team members will be eligible for two salary increases (at Y13 and at Y18). These will be recommended by the president and approved by HR (me). I will determine salary increases for the presidents. Just like in real life salary increases will be determined by available salary pool funds and the individual contributions.

Assignments (10%) – There are a number of assignments throughout the class. These include videos (in lieu of a lecture), peer-peer evaluations, self-assessments and evaluations you complete about your board. The grade will be determined on the timeliness and quality of these assignments.

Quiz 1 (5%) – This is an online quiz in the simulation. The quiz is an assessment on your understanding of the simulation. It is important that you come to the first meeting with your team (normally the first day of class) with an understanding of the simulation. The quiz must be completed prior to the first class.

Students are expected to complete this eight-year assignment, but can be discharged from their executive team for the same reasons in the workforce (behavior & performance). Students discharged from an executive team will receive an F.

Finally, I reserve the right to alter anyone’s grade who is clearly not contributing.
Course Schedule

As an experiential learning course, the class **does not** meet regularly together. There will be videos to watch asynchronously. In addition, there will be:

- First Class (synchronous on Monday, May 11 at 8:30am)
- Executive team meetings (as needed). These can via zoom and/or using the collaboration tool in the simulation
- Two board meetings (May 20 and June 3)
- President meetings with me (each Monday at 8:00am)
- Two one-one evaluation meetings (around May 27 and week of June 15)
- Investor Pitch Competition (June 18)
- The schedule below provides highlights of major events. The schedule in the BSG simulation provides details for quizzes, final exam, inputs and evaluations.

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<thead>
<tr>
<th>Week of</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Weekend</th>
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<tbody>
<tr>
<td>May 11</td>
<td>First Class – Synchronous</td>
<td></td>
<td>Practice Round 1</td>
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<td>Practice Round 2</td>
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<td>May 18</td>
<td>1st Board Meeting</td>
<td>Y11</td>
<td>Y12</td>
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<td>May 25</td>
<td>1st Evaluation due</td>
<td>Y13</td>
<td>Y14</td>
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<td>June 1</td>
<td>2nd Board Meeting</td>
<td>Y15</td>
<td>Y16</td>
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<td>June 8</td>
<td>Y17</td>
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<td>Y18</td>
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<td>2nd Evaluation due</td>
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<td>June 15</td>
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<td>Investor Pitch Competition</td>
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Communicating with me

When teaching this course, I receive lots of emails every week and many ask questions that could easily be answered by reading the syllabus, asking a colleague or checking the simulation resources. Thus, before emailing me, please follow these steps:

1. Consult the class schedule, syllabus and simulation handbook
2. Confer with three colleagues who have same title.
3. Contact SUPPORT desk in the simulation.

Typically, I will respond to your messages within 24 hours. If you do not receive a reply within 48 hours, please re-send your message (unless, of course, you haven’t followed the “ask three, then me” policy listed above).

If you still don’t know the answer to your question, you may email me or text me using 724-989-1363. Please help me maintain my sanity by following these steps!

Email Etiquette

Most organizations are dependent on email for internal and external communications. The way you present yourself in emails says a lot about your work ethic and your priorities. Start practicing email etiquette now so that it will be second-nature when you enter the workforce.
When corresponding during the course, please:
- include Team # and Team name in the subject line
- include a respectful greeting (e.g., “Hi Jessica” or “Dear Dr. Smith”)
- sign w/your name, title, company (you may want to develop a signature)
- use complete sentences
- proofread your email

**Behavior & Netiquette**

As stated on page 75 of the Student Handbook: “a college classroom requires a higher level of courtesy than many people exercise in ordinary public space. Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. Expressions of rudeness and even carelessness degrade the high purpose of learning that should be paramount in a college classroom.” These kinds of statements and codes apply to every business and it certainly will apply to this course. **Harassment, creating a hostile environment and disrespect will not be tolerated. Inappropriate behavior may lead to discharge (failing the class).**

- To maintain a respectful and supportive environment, please uphold these rules of netiquette. **Netiquette** is network etiquette, the do's and don'ts of online communication.
  - **Be kind and ethical.** Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. [I’m assuming here that you would not feel comfortable saying rude or harassing things to a person’s face. . .]
  - **Be aware of how your communication may be perceived by others.** For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident, or might folks misinterpret your message?
  - **Be forgiving.** We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.
  - **Respect disagreement.** I expect everyone in the class to respect others’ rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. Debate is a valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.
  - **Share your knowledge.** As Bill Nye says, “everyone you will ever meet knows something you don’t.” You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge!
  - **Support your recommendations.** When you share opinions, it’s important to support your suggestions with data and sources. This doesn’t mean that you must have a citation for everything you suggest, but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues.
  - **Help each other.** Often students taking this course consider people outside their executive team as competitors. While providing confidential strategy is not a good idea, competitors often help each other through industry associations and networks. I encourage you to help colleagues performing the same role as you.
Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

Disability/Access Statement

Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.