


Course	BUSN 6200 - BUSINESS STRATEGY AND COMPETITION San Diego Campus Fall 2 - 06 Start Date: Tuesday 29 May 07 Completion Date: 24 July 07													
Instructor	ROGER E. PIGEON  Phone: (760) 438-0935 Email: rpigeon@webster.edu													
Catalog Description	The student examines the conceptual and practical aspects of business policies and policy decision making by utilizing all the concepts, theories, and tools that were presented in previous courses. The student should be able to analyze and recommend a comprehensive and workable approach to the situation. The course should cover current business issues and developments.													
Prerequisites	All core courses in the MBA program.													
Learning Outcomes	<table border="1"> <thead> <tr> <th data-bbox="394 934 865 989">Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 989 865 1115">1. Students understand the important facts, terminology, concepts, principles, and theories in the area of Strategy.</td> </tr> <tr> <td data-bbox="394 1115 865 1262">2. Students can conduct industry analysis to assess the relative market position of a firm or product division.</td> </tr> <tr> <td data-bbox="394 1262 865 1528">3. The student is able to use accounting and financial information to assist in their strategic analysis.</td> </tr> <tr> <td data-bbox="394 1528 865 1717">4. The student is able to use quantitative tools to assist in the analysis of the strategy of the firm.</td> </tr> <tr> <td data-bbox="394 1717 865 1890">5. The student can address unstructured business problems that span multiple functional areas.</td> </tr> </tbody> </table>	Outcome	1. Students understand the important facts, terminology, concepts, principles, and theories in the area of Strategy.	2. Students can conduct industry analysis to assess the relative market position of a firm or product division.	3. The student is able to use accounting and financial information to assist in their strategic analysis.	4. The student is able to use quantitative tools to assist in the analysis of the strategy of the firm.	5. The student can address unstructured business problems that span multiple functional areas.	<table border="1"> <thead> <tr> <th data-bbox="891 934 1541 989">Expectation</th> </tr> </thead> <tbody> <tr> <td data-bbox="891 989 1541 1115">Students can describe the various models and methods used to conduct external and internal analysis (e.g. SWOT, BCG, Porter, etc.)</td> </tr> <tr> <td data-bbox="891 1115 1541 1262">Students can analyze a business situation, including market structure, within the parameters of the Porter 5 Forces Model or standard Economic Market Structures to assess market conditions.</td> </tr> <tr> <td data-bbox="891 1262 1541 1528">Students can determine the relative well-being of the firm and identify specific performance problems (e.g. inventory management, debt load, etc.) based on financial statements. Students can determine whether the financial condition of the firm will allow the firm to pursue a desired strategy.</td> </tr> <tr> <td data-bbox="891 1528 1541 1717">Students can discuss quantitative tools that can be used to assess competitive position and strategy. Students can identify situations when these quantitative tools can be helpful in the analysis. They can apply the tools and interpret the results.</td> </tr> <tr> <td data-bbox="891 1717 1541 1890">Students will, when faced with an unstructured business situation (through a case or simulation), be able to identify the key factors driving the problem or situation, determine whether additional information is needed to understand the situation, and to set priorities for decision and action.</td> </tr> </tbody> </table>	Expectation	Students can describe the various models and methods used to conduct external and internal analysis (e.g. SWOT, BCG, Porter, etc.)	Students can analyze a business situation, including market structure, within the parameters of the Porter 5 Forces Model or standard Economic Market Structures to assess market conditions.	Students can determine the relative well-being of the firm and identify specific performance problems (e.g. inventory management, debt load, etc.) based on financial statements. Students can determine whether the financial condition of the firm will allow the firm to pursue a desired strategy.	Students can discuss quantitative tools that can be used to assess competitive position and strategy. Students can identify situations when these quantitative tools can be helpful in the analysis. They can apply the tools and interpret the results.	Students will, when faced with an unstructured business situation (through a case or simulation), be able to identify the key factors driving the problem or situation, determine whether additional information is needed to understand the situation, and to set priorities for decision and action.
Outcome														
1. Students understand the important facts, terminology, concepts, principles, and theories in the area of Strategy.														
2. Students can conduct industry analysis to assess the relative market position of a firm or product division.														
3. The student is able to use accounting and financial information to assist in their strategic analysis.														
4. The student is able to use quantitative tools to assist in the analysis of the strategy of the firm.														
5. The student can address unstructured business problems that span multiple functional areas.														
Expectation														
Students can describe the various models and methods used to conduct external and internal analysis (e.g. SWOT, BCG, Porter, etc.)														
Students can analyze a business situation, including market structure, within the parameters of the Porter 5 Forces Model or standard Economic Market Structures to assess market conditions.														
Students can determine the relative well-being of the firm and identify specific performance problems (e.g. inventory management, debt load, etc.) based on financial statements. Students can determine whether the financial condition of the firm will allow the firm to pursue a desired strategy.														
Students can discuss quantitative tools that can be used to assess competitive position and strategy. Students can identify situations when these quantitative tools can be helpful in the analysis. They can apply the tools and interpret the results.														
Students will, when faced with an unstructured business situation (through a case or simulation), be able to identify the key factors driving the problem or situation, determine whether additional information is needed to understand the situation, and to set priorities for decision and action.														

Textbooks	<p>1. STRATEGIC MANAGEMENT: COMPETITIVENESS AND GLOBILAIZTION, 7th Edition by Hitt, Ireland & Hoskisson. Published by Thompson South-Western, ISBN-13: 9780324316940</p> <p>2. *CAPSTONE'S BUSINESS SIMULATION, STUDENT GUIDE 2007 by Management Simulations, Inc. 540 Frontage Road, Suite 3270 Northfield, IL 60093, (888) 472-7554</p> <p>3. *COMP-XM, COMPETENCY EXAMINATION GUIDE 2006, by Management Simulation, Inc. at: www.capsim.com</p> <p>(*Note: Upon registering for this class you will receive free from the Webster staff both these guides.)</p>										
Grading	<table border="0"> <tr> <td>Midterm Exam</td> <td>20%</td> </tr> <tr> <td>Final Comprehensive & Assessment Exam</td> <td>20%</td> </tr> <tr> <td>Capstone's Simulation</td> <td>20%</td> </tr> <tr> <td>Student Lecture</td> <td>20%</td> </tr> <tr> <td>Homework Case Analysis</td> <td>20%</td> </tr> </table> <p>Grading scale: 100-93=A, 92-90=A-, 89-87=B+, 86-84=B, 83-80=B-, 79-70=C, Below 69 = F</p> <p>The GRADUATE catalog provides these guidelines and grading options:</p> <ul style="list-style-type: none"> • A/A- Superior graduate work • B+/B/B- Satisfactory graduate work • C Work that is barely adequate as graduate-level performance • CR Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses. • F Work that is unsatisfactory • I Incomplete work • ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal. • IP In progress • NR Not reported <p>W Withdrawn from the course</p>	Midterm Exam	20%	Final Comprehensive & Assessment Exam	20%	Capstone's Simulation	20%	Student Lecture	20%	Homework Case Analysis	20%
Midterm Exam	20%										
Final Comprehensive & Assessment Exam	20%										
Capstone's Simulation	20%										
Student Lecture	20%										
Homework Case Analysis	20%										
Activities and Weekly Schedule	<p>WEEK 1:</p> <ul style="list-style-type: none"> • Orientation & course overview • Explanation of Capstone's Business Simulation Program • Read and understand the Capstone's "Team Member Guide 2007". • (Note: Students need to familiarize themselves with the simulation, and enroll themselves <u>before</u> the first class. (Play a practice round yourself) • Capstone <u>Round 1</u> • Read & Understand chapter 1: Strategic Management and Strategic Competitiveness <p>WEEK 2:</p> <ul style="list-style-type: none"> • Read chapters 2 & 3: The External Environment & The Internal Environment (Student Lecture) • Case discussion & answers: Case #1 : Bloomington Hospital Note: Students will find discussion questions and/or templates on the class web site at: http://ereserves.webster.edu/eres/coursepass.aspx?return=toolkit.aspx&page=pm&cid=1258 that they must answer and turn-in at the end of each class 										

session.

- Analyze Capstone's Simulation Decision (Round 1)

WEEK 3:

- Read chapters 4 & 5: Business-Level Strategy & Competitiveness Rivalry and Competitiveness Dynamics
- Case discussion & answers: Case #2: Nextel
- Analyze Capstone's Simulation Decision (Round 2)

WEEK 4:

- Read chapter 6 & 7: Corporate-Level Strategy & Acquisition & Restructuring Strategies
- Case discussion & answers: Case #3: Apple Computer
- Analyze Capstone's Simulation Decision (Round 3)

WEEK 5:

- Midterm Exam
- Analyze Capstone's Simulation Decision (Round 4)

WEEK 6:

- Read chapters 8 & 9: International Strategy & Corporate Strategy
- Case discussion and answers: Case #4: Tredegar Industries
- Analyze Capstone's Simulation Decision (Round 5)

WEEK 7:

- Read chapters 10 & 11: Corporate Governance & Organizational Structure and Controls
- Case discussion and answers: Case #5: Breckenridge Brewery
- Analyze Capstone's Simulation Decision (Round 6)

WEEK 8:

- Read chapters 12 & 13: Strategic Leadership & Strategic Entrepreneurship
- Analyze Capstone's Simulation Decision (Round 7)
- **NOTE: THIS WEEK YOU WILL HAVE TO INPUT ROUNDS 7 & 8**

WEEK 9:

- Analyze Capstone's Round 8
- Identify CAPSIM winning team
- Final Exam (Covering chapters 8 through 13) & Comprehensive questions

STUDENT LECTURES

Each week a pre-selected student will lecture on that week's assigned chapter. A student sign-up sheet will be made available at our first session.

CAPSTONE BUSINESS SIMULATION MODEL

The Capstone Strategic Management Simulation is a required component of BUSN 6200. This is to ensure that all Webster University MBA students have a common, high quality integrative experience in their last semester of their program of studies. Capstone is a dynamic business simulation that runs the entire nine weeks of the course. This web-based simulation, located at www.capsim.com brings together all of the primary functions of business (i.e. production, forecasting, marketing, pricing, finance, human resources and labor negotiations, distribution, trend analysis) and combines it within a competitive framework that teaches strategic thinking, and "strategy" as competitive movement and counter-movement.

<p style="text-align: center;"><u>(IMPORTANT)</u> <u>Required</u> <u>Course</u> <u>Activities:</u></p>	<p><u>CAPSTONE BUSINESS SIMULATION GAME ROUNDS:</u></p> <p>The purpose of the Capstone Business Simulation Game is to test alternative actions of an operating business in a competitive environment without incurring costs or the risk of implementing them in a real setting. Most strategic decisions, especially crucial ones, are made after consultation with key executives and colleagues in an atmosphere of committee deliberations and discussion.</p> <p>Each team manages and analyzes their own 100 million-dollar Capstone Company and develops and implements strategic concepts. The management team will make decisions about various aspects of an assigned company's management for a given period of "simulated time". The simulation is played over several simulated years to maximize the firm's objectives. The objectives are, of course, achieved much more systematically and successfully by considering and applying concepts previously developed in prior MBA courses. There will be 1 practice round and 8 'real' rounds (decisions) in this simulation exercise.</p> <p><u>Students are REQUIRED to register for the simulation (a \$39 fee) and the COMP-XM Exam and to carefully READ AND UNDERSTAND the STUDENT GUIDE by the first week of class. This material and further directions will be discussed in class.</u></p> <p><u>*Your "SIM ID # for registering is: C18937</u></p> <p>NOTE: UPON REGISTERING FOR THIS COURSE, THE STAFF WILL PROVIDE YOU WITH A COPY OF CAPSTONE'S 2007 STUDENT GUIDE, AND THE COMP-XM EXAM GUIDE.</p> <p>YOU MUST SIGN-UP FOR BOTH THE CAPSTONE AND EXAM SIMULATION NO LATER THAN 31 MAY AT THE COST OF \$39.00. ON 1 JUNE THE PRICE WILL BE RAISED TO \$49.00.</p> <p>Web site: www.capsim.com</p> <ul style="list-style-type: none"> • Students need to familiarize themselves with the simulation, and enroll themselves <u>before</u> the first class. • CAPSIM's Business Simulation Grading Scale: Based on: CAPSIM's Relative Scores-To-Date Report for Round 8 100 – 90 = A, 89 – 80 = A-, 79 – 70 = B+, 69 – 60 = B, 59 – 50 = B-, 49 – 40 = C+, 39 – 30 = C, 29 – 0 = F
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p>

	<p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p> <p>REQUIRED USE OF PASSPORTS: Students are required to use Webster University's online library, PASSPORTS (http://library.webster.edu). PASSPORT offers access to many scholarly and professional publications free of charge. Check with the Academic Advisor or visit the website for more information about what is available via PASSPORTS.</p> <p>TURN-IT-IN PLAGIARISM DATABASE: Faculty encourages students to use the Turn-it-In Plagiarism Database and should include the password on the syllabus. (http://library.webster.edu/turnitin.html)</p> <p>WRITING ASSISTANCE: All students are encouraged to submit their research papers to the Webster On-Line Writing Center for review and assistance. (http://www.webster.edu/acadaffairs/asp/wc/online.html)</p>
Course Policies	<p>Attendance Because of the extent of material to be covered in this nine-week class, it is important that you come well prepared. Students are responsible for all information given during the class instruction. Unexcused absences will adversely affect your grade. Unexcused absences are those, which are not cleared with the instructor before the class and/or are for reasons other than an emergency. <u>Students missing two classes will not receive a passing grade nor receive credit for the course.</u></p>
Expected Incoming Student Competency	<p>The student must have an understanding of a manufacturing, service, or a distribution enterprise and should have working familiarity with accessing and searching on the World Wide Web and with software programs for word-processing, spreadsheets, database, and PowerPoint presentations. The student is expected to perform effectively in the context of all learning experiences typical of the graduate level. This ability must include the capability of communicating effectively in writing, discussions, and presentations.</p>
Additional Important Information	<p style="text-align: center;"><u>Assessment for BUSN 6200</u></p> <p>The University will be collecting assessment data from all sections of BUSN 6200*. As we near our reaccreditation review, we are dependent on your cooperation in assessing how well our curriculum prepares our MBA students. This information will not only provide the data the Higher Learning Commission now demands but will guide us in future curriculum revision</p> <p>This instrument being used for this assessment is a variation on the Capstone Simulation</p>

currently being used in nearly all sections of BUSN 6200*. The simulation vendor, Management Simulations Inc., has developed a tool for assessment purposes that uses the simulation. This tool is called "Comp-XM" and is located at the capsim.com website. This tool will have individual students run the simulation a second time for five rounds, as opposed to the normal simulation, which they run in teams. In this five round simulation, students must make their Capstone decisions as normal, but at the end of each round they answer a series of multiple choice questions (typically 4-6 questions per round.) These questions are generated from the data produced by their individual performance on the simulation – which helps insure that students will only work on their own exam and not in teams. (There is no benefit to working in teams as the questions vary for each student based on the numbers they generate from their Capstone decisions.) This provides a consistent set of questions to ask students, but questions, which are also individualized, for that student.

BUSN 6200 ASSESSMENT EXAM REQUIREMENT

Competency Testing, Measurement & Accreditation

What is Comp-XM®? "What Did I Learn?"

When business leaders ask you to demonstrate what you have learned, how do you respond? What evidence can you offer that what you studied and learned meet the needs of the business communities?

Comp-XM® (The Capstone® Competency Exam) gives you the evidence you need. In Comp-XM®, each student manages a simulated business over the course of five years. After each simulated year, the student takes a short exam with questions and answers tailored to their situation.

What Subjects Does the Exam Cover?

You will be tested on the following topics:

- Financial theory and analysis
- Operation management
- Leadership and change management
- Marketing theory and analysis
- Integration of business units
- Communication and teamwork dynamics
- Fiduciary responsibility by managers

FINAL COMPREHENSIVE EXAM

The final exam is a combination of questions taken from chapters 8 through 13 of our textbook, plus 35 multiple choice comprehensive questions concerning accounting, statistics, economics, finance, marketing, operations management and business strategy.

CLASS WEB PAGE:

<http://ereserves.webster.edu/eres/coursepass.aspx?return=toolkit.aspx&page=pm&cid=1258>

PASSWORD: SD6200

NOTE: The instructor without the notification or consent of the students may revise this syllabus.