

BUS 510: Integrative Management Experience¹
Syllabus - Fall 2005

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I. Course Description:

The specific goal of this course is to develop your management skills by giving you an *integrated perspective of the entire business operation*. Through a complex computer simulation, you will be placed into a realistic **international** business setting where you will run a company for two years in compressed time (eight rounds of decision making). While the simulation will be the focal point of the course, you will also engage in readings and class discussions regarding a variety of business topics, all designed to provide you with an understanding of the company as an interrelated system.

The Marketplace simulation is a transformational experience. You will learn what it will be like to compete in a fast-paced, competitive **global** market where customers are demanding and the competition is working hard to take away your business. You start up and run your own company, dealing with business fundamentals and the interplay between marketing, human resources, operations, finance, accounting, R&D, quality control, etc. Repeatedly, you must analyze the situation, plan a business strategy to improve it and then execute that **global** strategy out into the future. You will learn to adjust your strategy as you discover the nature of your real-life decisions, including the available options, linkages to other parts of the business, conflicts, tradeoffs and potential outcomes. It is important to note that this exercise focuses on providing you with a broad exposure to a variety of different business topics; it is not designed to give you in-depth knowledge on any one specialized topic...that is the role of your other MBA courses.

Here is a *partial* list of what Marketplace participants' experience:

- analyze market research data
- design brands to appeal to different **global market segments with different needs**
- devise advertising campaigns to appeal to **global customers**, develop sales force incentives, and **global** pricing options
- allocate scarce funds to R&D; select and prioritize R&D projects, leading to new product features; negotiate strategic partnerships with competitors for new technology
- **manufacture in different regions of the world with different cost structures**; schedule production and manage plant capacity; initiate quality production programs
- **design ads to appeal to global customers**
- create **global distribution options** including bricks and mortar offices and e-commerce channels
- Plan and roll out a **global marketing campaign**
- Hire employees and set competitive compensation packages
- Manage cash; negotiate equity and debt financing for new business development
- Compete head-to-head with other business teams in a **global marketplace**; adjust strategy and tactics in response to financial performance, competitive tactics, and customer needs.

Just as in the real world, mistakes can be costly, deadlines must be kept and data is abundant but not always clear. Remember that companies can perform poorly, life isn't always fair and people of different skills, interests, and personalities will have to work together! Despite all this, keep in mind that while this is indeed a "game" it is also a

¹ This course was developed in part with funding that was provided by The Global Business Center (Home of UW CIBER) at the University of Washington under a grant from the U.S. Department of Education.

powerful learning experience (see Table 1 in syllabus). Finally, you need to remember that this is a simulation, an abstraction of reality. **You will notice that your simulated industry doesn't always work exactly like the real thing. In addition, try to remember that this is an embryonic industry, not a mature one! Uncertainty is the rule at the beginning of any industry rather than the exception!**

II. Learning goals and learning objectives addressed in this class: the PSOBA has identified the following learning goals (broad concepts) and objectives (What will the student know or be able to do?) for the MBA program. You will be exposed to these goals and objectives in Bus510 in the following manner:

LG1: Broad Core of Business Knowledge—Students will master at a managerial level the broad core of business knowledge and be fully able to integrate that knowledge with the specific disciplines within the field of business administration. A major emphasis of this course, both in the teaching and the students' application of the skills learned.

➤ **Specific Learning Objectives:**

- MBA graduates will know the underlying concepts, theory and tools of accounting, finance, marketing, statistics, and cross cultural management.
- MBA graduates will be able to conceptualize the interrelationships between the various disciplines:
 - i. they will be able to offer analysis and solutions to complex business problems and opportunities that bring a holistic perspective;
 - ii. they will be able to comprehend and articulate the financial, managerial, human resource and marketplace consequences of organizational actions.

➤ **How Bus510 will help you achieve these objectives...**

- The simulation provides substantial insights into the fundamental concepts, tools, principles, and procedures of accounting, business law, economics, finance, marketing, organizational behavior, statistics, and technology & operations management.
- Successful performance in the simulation requires students make appropriate strategic and operational decisions in the various functional areas of a business, thereby demonstrating their understanding of the interrelationships among functional areas as well as the linkage between your business decisions and your company's financial performance.
- The simulation provides you with the opportunity to compete in five different regions of the world--encompassing 20 **international** markets where needs and wants vary by country/region. In order to sell your products, you must understand some of the unique elements of each distinctive world market.
- You will experience what it is like to manage a firm participating in a rapidly growing and highly volatile industry environment. Experiencing such an environment will put a premium on your ability to develop strategic planning and execution skills to help contend with the uncertainty you will be encountering.
- Your group has an assignment to develop a set of advertising goals and objectives and to physically create a set of advertisements for your company's products. The purpose of this exercise is to introduce you to the ad design process.

LG2: Analytical and Critical Thinking Skills: Graduates will possess highly developed analytical and critical thinking skills needed by mid-level and upper-level managers. A minor emphasis of the teaching in this course, but students' application of these skills will be emphasized.

➤ **Specific Learning Objectives:**

- The MBA student will develop analytical and critical thinking skills needed to identify, evaluate and solve managerial business problems, craft strategy, and implement tactical decisions.
- The MBA graduate will be prepared to articulate, debate, and defend their problem-solving approaches in a variety of forums.

➤ **How Bus510 will help you achieve these objectives...**

- Successful performance in the simulation requires you to work at the highest levels of educational objectives, i.e., analysis, synthesis, and evaluation. You will analyze your industry and its distinctive competitive conditions in an attempt to understand its unique character and come to reasoned conclusions regarding the best strategy to follow.
- You will collect competitive data, using it to develop and write an in-depth strategic plan

that will be presented to judges at a venture capital fair. Judges, acting as venture capitalists will critique your plan and your management team's decisions, ultimately choosing with which firms they wish to negotiate equity positions.

- Use market data and competitive signals to adjust your strategic plan and more tightly focus your business tactics to respond to competitors' actions.
- Your group has an extra credit assignment dealing with Quality Function Deployment. The QFD assignment requires your group to analyze customer wants and needs and match them with product features available in the brand design function. The purpose of this exercise is to introduce you to the product design process and to help you develop better products for sale to your targeted customers.
- You will write a competitor analysis. In doing so, you will analyze the historical data provided for one of your major rivals and evaluate their operations—noting both strengths and weaknesses. The purpose of this exercise is for you to be able to better predict what your rivals are likely to do in the future and to take actions to either block or delay them.

LG3: Interpersonal Skills: Graduates will possess the interpersonal skills necessary to be effective managers. A major emphasis of this course, both in the teaching and the students' application of the skills learned.

➤ **Specific Learning Objectives:**

- MBA graduates will be able to communicate and work effectively with co-workers, customers, shareholders, and other external constituents in situations characterized by cultural and demographic diversity.
- MBA graduates will know how to collaborate with colleagues, subordinates, and other stakeholders, however disparate their perspectives.
- MBA graduates will be skilled at leadership, motivation, and influence.

➤ **How Bus510 will help you achieve these objectives...**

- You will have the opportunity to transform your group into an effective team during the course of the semester. In order to be successful in the simulation, students must have the ability to function effectively in team environments, resolving conflicts, organizing, and delegating responsibilities when needed.
- You will practice and improve your written skills by authoring a strategic plan and a final report. In addition, you will be orally presenting your strategic plan to a group of judges (acting as venture capitalists) and doing a second presentation at the end of the semester.
- You will have the opportunity to lead, influence and manage group members during the course of the simulation.
- You will write an individual paper dealing with group dynamics and the differences between a group and a successful team. You will be asked how you will handle certain common situations existing in a group and may be asked to role play such situations.

LG4: Research Skills: graduates will possess the research skills necessary to apply business concepts to specific tasks. A minor emphasis of the teaching in this course, but students' application of these skills will be a major emphasis.

➤ **Specific Learning Objectives:**

- MBA graduates will be proficient in data collection using electronic databases, the World Wide Web, and library resources.
- MBA graduates will be adept at drawing upon their technical skills to incorporate and interpret statistical and financial tables/spreadsheets in both written and oral formats.
- MBA graduates will have the ability to write comprehensive research reports, appropriately presenting facts, opinions, and interpretations.

How Bus510 will help you achieve these objectives...

- The simulation exercise offers you the opportunity to do "what-if" and sensitivity analyses, run best-case and worst-case scenarios and work with a large data set that lends itself well to a variety of interpretations as well as statistical analyses (forecasting techniques,

<ul style="list-style-type: none"> ○ regression analysis, etc.). ○ You will write an in-depth strategic plan as well as a final paper detailing your learning experiences and your company's performance in the simulation exercise.
<p>LG5: Value System: Graduates will be able to consider the ethical and societal dimensions of managerial decisions. <i>A minor emphasis of this course.</i></p> <ul style="list-style-type: none"> ➤ Specific Learning Objectives: <ul style="list-style-type: none"> ○ Graduates will be aware of the important ethical dilemmas facing business enterprise from multiple perspectives. ○ Graduates will recognize the importance of ethical conduct in business practice from the view point of corporate sustainability. ○ Graduates will internalize the evidence that ethical conduct is not inconsistent with shareholder-wealth maximization. ➤ How Bus510 will help you achieve these objectives... <ul style="list-style-type: none"> ○ In the process of making decisions in the simulation, your team will engage in discussions regarding their values as individuals and their philosophies toward doing business. In doing so, you will have an opportunity to balance competing values through your decisions in the simulation exercise. ○ Your team will make decisions requiring trade-offs between a bottom-line focus and the simultaneous need to deliver customer value.

III. Organization of the Exercise

During the course of the simulation, you will find that each quarter or decision period has a dominant activity and a set of decisions linked to it. These dominant activities take your team through the business life cycle from start-up, to development, to rapid growth, and possibly to near maturity.

Each quarter's activities not only result in new material being introduced, but also build upon the prior content so that there is considerable repetition. I have found that business activities such as leadership, team management, pro forma cash flow analysis, value creation in product design, human resource management, demand-based production scheduling, activity-based costing, and strategic planning and management are not easily absorbed. They require repetitive exercise in order to set them into the natural thinking of a student.

IV. Workload and Time Management

Time management will be vital to your success in participating in the **Marketplace** Game. *There is more work than any one person can do.*

V. Using Simulations

Many of the largest companies in the world utilize computerized simulations. Table 1 provides a list of just some of the firms utilizing **Marketplace** to train their employees. Their objectives include teaching employees about strategic planning and thinking; leadership, teamwork, and interpersonal skills; budgeting and cash flow management; understanding and delivering customer value; and a variety of other skills. No single educational technique can fulfill all of the needs of MBA students. However, I believe you will find this one to be of interest and educational benefit

To help you learn to work within a virtual organization, the **Marketplace** exercise will be delivered over the Internet. Your team will be able to work from any location where there is a PC with an Internet connection.

In other words, any member of the team will be able to log onto the server, review the current situation on the web, make decisions, and then save them for the next team member or the entire group to analyze. Students can work individually on their own schedule or the team can work together as a whole.

VI. Texts/Simulations/PowerPoint Notes

(1) *International Strategic Corporate Management Simulation* (access to the simulation--purchased and delivered through the Internet).

(2) *Customized Version of The Management of Strategy in the Marketplace* by Ernest Cadotte and Harry Bruce, Thomson/South-Western Publishing, c. 2003

(3) *PowerPoint Notes: Class notes are available on the computer network. I would strongly encourage you to examine these notes in advance of your assignments. They may be accessed by going to the Fac-Stu folder on the desktop, then to the Bus folder, the Feldman folder, and Bus510 folder.*

VII. Writing Expectations for Student Papers

Successful completion of this course requires clear, concise and professionally written papers. Every assignment that is turned in will be graded on grammar and style, as well as content. Papers are to be handed in at the beginning of the class on the day the assignment is due. Any paper not turned in at that time will be considered late and will be penalized one letter grade. For every 24 hours a paper is turned in late, another letter grade will be deducted from the grade earned. All papers must be typed using 1.5 or 2 line spacing.

VIII. Grading Guide for Student Papers

"**A**" (**Excellent**)-This is an excellent paper. The content is thoughtful, perceptive and original. The style is superior, and the mechanics are close to flawless. The paper is comprehensive and demonstrates a good grasp of the concepts discussed in class and in your textbook. The analysis is outstanding and the insights developed are exceptional.

"**B**" (**Good**)-This is a good paper. Its original, complex ideas are well developed, well organized and compellingly defended. It does not contain any major distracting errors in mechanics and usage. However, it lacks the distinctive style and/or content necessary to set it above other papers. In particular, it does a reasonably good job of analysis but not exceptional. There is an easily recognized and well-connected link between the paper's topic and the content being studied in the classroom.

"**C**" (**Satisfactory**)-This is an average paper. It is a competent effort that is generally clear and coherent, but it contains errors in organization and/or mechanics. It carries out the assignment in a routine manner, but the writing is not vigorous nor the ideas fresh. The paper does an adequate job of analysis and there is some connection between the topic covered and the content being studied in the classroom.

"**D**" (**Poor**)-This is a poor paper. It is intelligible but weak; it addresses the assignment but does not state or support a commitment to the topic. It contains frequent grammatical errors, making the paper difficult to read. Its content shows minimal effort. The paper does a poor job of analysis and there is little connection between the paper's topic and the content being studied in the classroom.

"**F**" (**Fail**) -This paper is unintelligible. It is incoherent, illogical, factually inaccurate, and logically inconsistent.

IX. Grading:

Simulation Performance	25%	
Strategic Plan Paper	15%	
Final Presentation on Simulation Performance	10%	
Peer Evaluation	5%	
Final Simulation Paper	15%	
Assignments (Individual and group)		15%
Quizzes	15%	

Grading Scale

A	= 93-100	C+	= 77-79	D-	= 60-62
A-	= 90-92	C	= 73-76	F	<60
B+	= 87-89	C-	= 70-72		
B	= 83-86	D+	= 67-69		
B-	= 80-82	D	= 63-66		

If the student's grade is borderline, I reserve the right to adjust it one way or another based on the individual's contribution to the class. In particular, student participation in class discussions, attendance, and other factors contributing to an improvement in the student learning experience will weigh heavily in this determination.

1) Simulation performance (25%)

Your company will be evaluated on its ability to plan out a successful strategy and implement it--or to recognize errors in the strategy and to implement corrective action. In addition, you will be evaluated on your *team's ability to position your firm for the best possible future at the end of the simulation.*

The final grade earned will be based in part on a Balanced Scorecard measurement (Quantitative) and in part on a subjective assessment of your performance (Qualitative). ***Quantitative Measure of Performance:*** The Balanced Scorecard provides a ranking of your team's business performance relative to your competitors. It is based upon your company's financial performance, market effectiveness, marketing performance, investments in the firm's future, manufacturing productivity, asset management, human resource management and the ability to create wealth for your shareholders. At the end of the exercise (Q8), each team will be ranked on their performance based on their total cumulative score (over the last 4 quarters). ***Qualitative Measure of Performance:*** While the ranking system included in the simulation is an important indicator of performance, it is not the only indicator. Performance is determined by a variety of factors—some objective, some subjective. You need to assume that your firm will continue to operate even after the simulation is over. Hence, positioning for the future is an important criterion to consider. Since "strategic positioning" is not something that is easily determined from a simple ranking, it is your responsibility to explain how well you have done this in your final presentation and paper. Performance is a multifaceted measure; it is incumbent upon you to demonstrate where possible, the many different types of successes your company has achieved under your leadership. It also, however, requires you to be candid about your flaws and mistakes.

2) Strategic Plan (15%)—Group Paper

Submit a strategic plan covering future quarters of operation (Q5 through Q8). Use the Chapter in your textbook (Ch. 9: Obtaining VC and Presenting a Business Plan) as a general guideline for your paper and presentation to the venture capitalists. On a general level, the paper should summarize what your company has accomplished during Qtrs 1-4 and what you intend to accomplish (*identify a set of measurable goals for your business*) and how (*your strategy*). Since this is a strategic "plan," it should focus on the future and *make a strong effort to incorporate the concepts discussed in class, in your PowerPoint notes, and in your textbook.* Your ability to integrate this material will be an important factor in obtaining an excellent grade on this project.

Make sure you include a copy of your team's tactical plan covering future quarters (5-8) as well as an explanation of any assumptions used to construct your plan for the future. In addition, make sure you include copies of the pro forma financial statements resulting from your tactical plan decisions. Maximum of 20 pages plus exhibits. (Please see the previous section on Writing Expectations for further instructions regarding your paper.)

3) Group Presentation to the Venture Capitalists (0%): (Note that this presentation is not graded by the instructor; the VC's implicitly "grade" your presentation by virtue of their investment choices.)

Each team will deliver a 10-15 minute *formal presentation* of their strategic plan to a set of judges acting as venture capitalists. Your team is expected to provide a "professional" presentation that attempts to convince the VC's to invest in your business, in other words a "*sales pitch.*"

"When you are meeting with a venture capitalist or an investment banker, you are making a sales pitch. So, you're a salesman, you have got to be wearing your sales hat, you have got to be selling all the time, you have got to have the conviction about what you're doing and that enthusiasm has to come through. Because if I don't see you being a true believer, I don't see that high energy lev-

el, I don't see that spark, that entrepreneurial spark and that enthusiasm, then I know that when the going gets tough, you're going to bail, you're just not going to be there."
--Lloyd Greif, Founder, Greif & Co.

When presentations are completed, teams will negotiate with the venture capitalists for funding for use in quarter 5 and beyond. Make sure your presentation includes a financial request to the venture capitalists--include the number of shares offered for sale and the proposed stock price and your justification for this stock price. You are welcome to provide the VC's with any handouts you think will be helpful to supplement your presentation but recognize that they have a limited amount of time to review it. At the very least, make sure you provide the VC's with copies of your pro forma financial statements for future quarters. In addition, please turn in a copy of your PowerPoint slides to the instructor before your presentation (copies should also be distributed to the venture capitalists).

When doing your presentation your communication style should emphasize objectivity and candor. Be truthful. If you are having problems in certain areas of your operations, don't gloss over it and don't avoid talking about it.

4) Final Presentation—Group Report to the Board of Directors (10%):

Each group will do a formal class presentation during which you will have 10-15 minutes to present your analysis and opinion of your company's past performance and positioning for the future. At the conclusion of your presentation you will have about 10 minutes of Q&A.

Assume you are reporting to your investors on the operations and performance of your firm since the presentation of your strategic plan. They are attempting to decide whether to give you a vote of confidence as a management team and to continue your management contracts or to replace you with a new team. As such, they have asked you to come before them to discuss your performance as a management team as well as your company's overall performance during your management tenure. *Make sure you provide evidence to support your conclusions and that you integrate the material discussed in class and in your readings.* Please remember that your communication style should emphasize objectivity and candor. Also, *please submit a printed copy of your PowerPoint slides to the instructor.* Note that the evaluation of your presentation will be based not only on content, but also on presentation style. *Please see Appendix 1 for suggestions on how to do an effective presentation.*

5) Final Paper (15%)--Group Assignment

Submit a final paper discussing your team's performance in the simulation. As with all papers submitted for this class, an important factor determining the quality will be your ability to integrate material from our class discussions (and textbook). You need to show a clear connection between your readings and notes and your experience in the simulation exercise. Within the context of your paper (maximum 15 pages), weave in the following topics (please note, these are in no particular order and the paper should not be a point-by-point discussion of each bulleted item below):

- Explain the role of competitive advantage in your firm and in your industry. What was your competitive advantage(s) and how did you "build" it (them)?
- What was your company's strategy for success in the marketplace and how did it evolve over time and why?
- Discuss the role of competitive rivalry and collaboration--past, present, and future--within your industry & with specific teams. Beyond simply obtaining new technology, why else did you choose to collaborate with other firms (or why not)? What other benefits did you receive?
- What did you learn from other company's decisions, approaches to the simulation, etc.?
- What were the most significant events that affected your company and/or markets? Why were they the most significant and how did they affect your company?
- Describe your company's vision of the future of your industry—how will it evolve over Q9-Q12 and what are the implications for your firm if such a scenario comes to pass?

- How is your company positioned for Q9 and beyond relative to your major rivals? Are you in a superior position and if so, why? If not in a superior position, what do you need to do to build a defensible niche in the market?
- Other topics discussed in class or in your textbook that played a role in your company's performance in the simulation
- Other important information you wish to share with the instructor that reflects your team or your company's successes and/or failures

6) Peer Evaluation (5%)

At the end of the semester, every student will submit a peer evaluation. This evaluation will include an assessment of both the quality and quantity of your team members' (including yourself) performance.

One way to succeed in this class is to work closely and fairly with your group. Group cohesiveness is an important element in your ability to practice your skills and to learn from peers. In particular, the more compatible the work ethic, the better a group tends to function. At the same time, students must recognize that a **code of ethics** exists with regard to groups and how students work together on assignments. The first principle element of this code is: (a) you should not let group members take advantage of other group members by letting them or forcing them to do the bulk of the work. This is the group parasite syndrome and nothing destroys group cohesion faster than the perception that some members aren't willing to work as hard as others. Find out the constraints, limitations, etc. that everyone faces during the semester and learn to adjust the workload so everyone feels it is equitable.

If the group parasite syndrome persists, the alternative exists, if needed, for your group to fire a member who is not pulling their weight. This alternative can be implemented if your group shows they have made a reasonable attempt to attain the involvement of the member but to no avail. At the very least, a team member who is fired will receive a zero (0) on this portion of the class.

(b) A second important element in group activities is the importance of being truthful in your peer evaluations. It is unethical to agree beforehand to give anyone or everyone in the group an equal grade regardless of the amount of work they put forth during the semester. It is just as unethical to evaluate an individual(s) highly even though his/her work doesn't justify it, for whatever reason chosen.

Students should not benefit from the work of their teammates, if they haven't put forth an equitable effort. Therefore, significant deviation in peer evaluation performance from the norm will be used to adjust individual student grades on all group work submitted. For example, if a team receives a 95 on their strategic plan, and a 90 on their group presentation, a student receiving a low peer evaluation grade will have his/her grade lowered commensurately on these and any other group projects in the class.

7) Individual Assignments (15%)

Several individual and group assignments are due during the course of the semester. Please see the syllabus for the dates they are due.

8) Chapter Quizzes (15%)

To assist in learning and to encourage participation, I may hold several “pop” quizzes during the semester. Quizzes will cover material from the textbook readings only (they will not include the professor helpfile readings). To the extent you have read and understood the material prior to class, you will be better prepared to do well on the quizzes.

X. Students with Disabilities: If you have a disability and require an accommodation to fully participate in this class, contact the Office for Students with Disabilities (OSWD), located in the University Health Center 503-943-7134 or by email at gangle@up.edu, for assistance in developing a plan to address your academic needs. If you have an OSWD Accommodation Plan already in place, please discuss your Accommodation Plan with the professor during the first week of class.

XI. University and School of Business Policy on Cheating: “Because of the University’s commitment to academic integrity, cheating on course work or on examinations will result in penalties that may include a grade of “F” for the specific exam or course work or a grade of “F” for the course. Any incident of cheating will be reported to the dean of the college in which the course is offered and to the dean of the college or school in which the student is currently enrolled” (University of Portland Bulletin). Students in the School of Business Administration who are turned in for an initial case of cheating will be put on probation. A second cheating incident will lead to dismissal from the School of Business. Note: Plagiarism is considered to be a form of cheating. It consists of taking the ideas, writings, etc. from another and passing them off as one’s own (Webster’s New World Dictionary).

CLASS SCHEDULE

<i>Date</i>	<i>Assignments</i>
8/31	<i>Introduction to the course and course expectations</i> <ul style="list-style-type: none">• Introduction to the Marketplace simulation exercise. Feel free to explore the Marketplace website at http://marketplace-simulation.com/• Group Formation• Can you login to the university’s computer system? If not, contact Computer Services to get a userid and password for use during the next class
9/07	Read: Overview of Marketplace (customized text; p. 1-13) <ul style="list-style-type: none">• Register to participate in Marketplace. To register online, i.e., to purchase a student license number, please go to: http://web.marketplace-simulation.com and follow the instructions provided. When asked for the game id, type in the following _____ (make sure you use dashes where appropriate). You will need a credit card to complete the registration process and pay for the use of the simulation. (If needed, you will be able to print a receipt from the website.) Once registration is complete, future access to the simulation is accomplished by going to the website (http://www.marketplace6.com) and entering your email address and password. Once you have registered, you will be able to access your game from any computer that can access the web.• Some preliminary recommendations:<ul style="list-style-type: none">• When your decisions are complete, please make sure you print and save your “summary of decisions” for each quarter. In addition, you should also print your financial projections as well as other important quarterly information. Once decisions have been processed, you should compare your projected results to your ac-

tual results. Check to see where your actual results were substantially different from those projected. Look for ways to improve your decision-making and to make your projected results be closer to your actuals.

- Ask someone to be the company “secretary” -- i.e., to be responsible for getting a **large** 3-ring binder in which to keep copies of your company printouts
- Read the student help file that appears on the website--as soon as possible.
- Further discussion of the **Marketplace** simulation

If you have game strategy questions, feel free to contact tech support at Innovative Learning Solutions at 1-865-522-1946. Please note there is a 3-hour time difference between Portland and Knoxville.

Decision Schedule: your decisions are due on the dates shown in the syllabus. The Marketplace simulation headquarters will process your decisions at the following time: 8:00 AM PST on the day after our class.

Decisions must be completed by the assigned time or game processing will be delayed until the last team’s decisions have been submitted. When the simulation has been processed you will receive an email stating that the quarter has been run and the results are available on the website.

Please note: Previous experience suggests that some teams may finish inputting their decisions sooner than others. Oftentimes, there is a desire to “leave the class early” once your decisions are completed. There are several reasons why this can’t be done. (1) Questions arise from one group that are relevant to the others. (2) Beginning in Quarter 5, teams can license and cross-license technology to other teams in the industry. You need to be available to take advantage of these opportunities. **Sorry, but students will not be allowed to leave the classroom early unless I deem it appropriate. Please use this time to work on gathering information for upcoming assignments, presentations, reports, etc.**

9/14

Class Discussion on Group Dynamics

- **Individual Assignment:** Use your recent experiences working on teams (e.g., teams at work, in classes, sports teams, etc.) to answer the next few questions. (1) Pick one of the teams on which you participated that was particularly effective. Describe the situation. What were the particular characteristics of the team that led it to be so successful? (2) Pick one of the teams on which you participated that was particularly ineffective. Describe the situation. What were the particular characteristics of the team that caused it to be unsuccessful? (3) Research the literature of group dynamics and group decision-making and answer the following questions (cite your sources): (3a) what are the key differences between groups and effective teams? (3b) what are the typical stages of group development that virtually every group goes through? (4) What are your recommended strategies for dealing with the following: (4a) Assume you have just received an email from your professor. Without naming names, it says that the midterm peer evaluations received from the members of your group show significant discrepancies in the way your group members perceive one another’s contributions to their team and the team’s performance. She further suggests that your team might want to consider discussing this issue together. (As a midterm peer evaluation, the results have no impact on students’ grades. The evaluation is done simply to identify potential problems and to alert the group in advance, if such a problem(s) exists.) You awarded a lower score to one member of your group. You felt that this group member wasn’t able to make decisions for himself, yet he came to most meetings, listened to what was going on, but was not an active participant. In addition, the quality of his written work for the first two written assignments was, in your opinion, inadequate. Be specific and tell me how you would resolve this situation with your group members. (**Maximum 5 pages**)

- **Read Ch. 2--Market Research;** this chapter can be found in the professor helpfile on the web
- **Complete your decisions for Qtr1 in class (Remember to print your “summary” of decisions)** --in quarter 1 you will organize your business and group; purchase a survey of your potential customers; and sell stock to your executive team

9/21

Class discussion—Global Competitive Strategy & the Embryonic Environment (see PowerPoint files: (1) Embryonic, Growth & Mature Industries.ppt, (2) Understanding Customer Value)

Read Ch. 4--Market Opportunity Analysis for New Products (customized text; p. 38-65)
Read: Ch. 7--Quality Function Deployment (customized text, p. 114-122)

- **Extra Credit Group Assignment:** The chapter on Quality Function Deployment (Ch. 7 in the customized textbook) has a section entitled “The Four Basic Phases of QFD.” Submit a paper that shows how your group worked through the first 4 steps of the process described in this section (p. 117-121), ultimately developing a completed matrix for two products that you want your company to develop (see Ex.7.17 for an example of what your matrix should resemble after you have finished the first four steps). Continue with step 5 (p. 121-122) and calculate the absolute and relative importance ratings for each of the design characteristics you’ve included in your matrix (see Ex. 7.18 as an example). **You can earn up to \$100,000 for your company.**
- **Complete your decisions for Qtr 2 in class** --Your goals in Qtr 2 are to study your market research and decide on an initial business strategy, i.e., analyze your market opportunities, locate your plant/warehouse, select your test markets and begin development of your initial sales and/or web offices, and design initial brands for test marketing.

9/28

Class discussion—Building Competitive Advantages Through Functional & Generic Strategies (see PowerPoint file: Competitive Advantage.ppt)

Read Ch. 5--Understanding Customer Value (customized text; p. 66-83)

Read Ch. 3--Brand Management (professor helpfile)

Read Ch. 6--Human Resource Management (professor helpfile)

- **Complete your decisions for Qtr 3 in class** -- begin production and test marketing of your initial products. New Links include: human resources, advertising (ad design), pricing, manufacturing, and pro forma financial statements

10/05

Class discussion—Marketing Tactics in Marketplace (see Powerpoint file: Marketing Slides.ppt)

Read Ch. 4--Advertising (professor helpfile)

Read Ch. 5--Sales Office Management (professor helpfile)

Read Ch. 6--Tactical Considerations in Designing Marketing Strategies (customized textbook, p. 84-113)

Group Assignment: (1) Identify and discuss your advertising goals. What is it you hope to accomplish through your advertising and how? (2) Take any two of your ads from Q3 or create 2 new ads for Q4. Create a physical representation of each ad. Include the claims you are making and demonstrate by placement and/or size, the priorities you have assigned

to these claims. Explain your rationale for choosing your claims and why you have chosen to prioritize them in this way. (**Maximum 3 pages of discussion plus ads**)

Qtr 4 decisions due: Recognize how customers reacted to your initial business activities and adapt your operations. New Links include: Performance Report (Balanced Scorecard, Financial ratios, etc.); Quality Improvement (Quality Inspection, variance study)

10/12 **No class—fall break**

10/19 **Class Discussion--Competitor Analysis (see PowerPoint file: Competitor Intelligence.ppt)**

Read Chapter 3-- Business Strategies--Formulation & Implementation (customized text, p. 16-24, 28-29, and 32-35)

Read Ch. 8--Financial Reporting: A User's Perspective (customized textbook, p. 128-137)

Read Ch. 8—Accounting (professor helpfile)

Read Ch.9—Finance (professor helpfile)

10/26 **Class discussion on Strategic plans and Venture Capital (see PowerPoint file: Business Plan & VC.ppt)**

Discussion on the Venture Capital Fair

Work in class on your Strategic plan and Presentation to the Venture Capitalists

Read Ch. 9--Obtaining Venture Capital by Writing and Presenting a Business Plan (customized textbook, p. 140-147)

Read Ch. 10--Guidelines for Preparing the Tactical Plan (professor helpfile)

Read Ch. 11--Guidelines for Preparing Pro Forma Financial Statements (professor helpfile)

11/2 **Venture Capital Fair (all times are approximate)**

Introduction of the judges at _____

- Presentations from _____
- Meet with venture capitalists from _____
- Submit signed contracts to the professor at _____

Provide copies of your PowerPoint presentation (and any other handouts you may have) for each venture capitalist and the instructor. Provide a summary of your funding proposal for each VC and the instructor.

Strategic Plan paper is submitted

Midterm peer evaluation forms will be emailed to you after the VC Fair

11/9 **Class Discussion—The Lean Enterprise (see PowerPoint file: LeanEnterprise.ppt)**

Read Ch. 14--The Lean Enterprise (customized textbook, p.176-188)

Read Ch. 7--Manufacturing (professor helpfile)

Turn in your midterm peer evaluations

- **Complete your decisions for Qtr 5 in class -- Invest in the future.** Use your venture capital to invest in new brand features, new sales offices, web centers, and/or new plant capacity. New links include: Balanced Scorecard (Cumulative Balanced Scorecard, Drill down balanced scorecard); Strategic Management; Finance (venture capi-

tal; conventional bank loan; long-term loan); Marketing research (Detailed Brand Demand Report); Brand Design (R&D Investment); Quality Improvement (Source Study); Tactical Plan.

11/16 **Class discussion on Quality Improvement (see PowerPoint file: [QualityImprovement.ppt](#))**

Read Ch. 13--Quality Improvement (customized textbook, p.148-175)

- **Complete your decisions for Qtr 6 in class--Expand your market offerings.** New Links include: brand design (write &/or accept R&D licenses); Quality Improvement (Improvement Actions)

11/23 **Thanksgiving—No Class**

Complete your decisions for Qtr 7 outside of class -- The Big Push

11/30 **Class discussion on Global Business: exchange rates, tariffs, entering foreign markets, cross-cultural issues**

- **Individual Assignment:** Have each member of your group choose a different competitor in your industry. Once you have chosen a firm, create a competitor analysis of that firm by answering the following: (a) Identify their generic strategy or strategies--what strategies have they been attempting to execute and what are they doing now? Use the attached TOWS Matrix and identify their threats, opportunities, weaknesses, and strengths. (c) Complete the Matrix by filling in possible strategies your rivals might follow in the future. Based on your analysis, what do you think they are most likely to do in the future and why? What can you do to either block them or delay them from taking actions that might hurt your company? (Make sure your analysis examines all aspects of your rival—brands, ads, compensation, pricing strategies, etc. Please don't tell me what is obvious, e.g., your rival in selling their products in the U.S., Europe, etc. Instead, analyze your rival's operations and evaluate their successes and failures. Remember that the purpose of a competitor analysis is to understand your competitor so well that you are better able to predict what they are likely to do in the near future. Relate (where possible) your paper to the material we have covered in class. (**maximum 5 pages**)
- **Complete your decisions for Qtr 8 in class -- Expand your market offerings.** New links include: Sales Offices (special sales force programs; sales force promotions)

12/7 **Work in class on final paper and presentation**
Teams will meet individually with the professor to discuss their simulation performance
Hand out peer evaluation forms

12/14 **Final group presentations and debrief of simulation**

Final Paper due
Submit your peer evaluations

Table 1. A sample list of businesses using Marketplace

Alcoa Aluminum	Philips Consumer Electronics
Allied Signal Automotive	Pioneer Hi-Bred International, Inc
American Home Products	Procter & Gamble
Bandag, Inc.	Rockwell International
Bell Atlantic	St. Luke's Hospital Medical Svcs
CSX Railroad	Sea Land Services, Inc.
Carrier Corporation	Disney
Xerox	Domino Sugar
China Productivity Center	DuPont Neotek Taiwan
Commonwealth Edison	Eastman Chemical
Delta Airlines	FedEx
DHL Czech Republic	Firestone Ag. Tire
Hewlett-Packard	First National Bank, Iowa
IBM	Florida Power & Light
John Deere	Georgia Pacific
Lexmark	Gerber
Lockheed Martin Energy Systems	SmithKline Beecham Pharm.
Louisiana-Pacific	Sprint
Monsanto Company	T.N. Soong
Oak Ridge National Laboratory	U.S. Postal Service

Appendix 1

Presentation Tips

When doing a presentation, students should consider 6 elements: (1) before the presentation; (2) visual aids; (3) delivery; (4) the Introduction; (5) the body of the presentation; and (6) the conclusion.

Before the Presentation

- Be prepared with a contingency plan in case there is a problem with the computer or the projector. Check to make sure your CD/disk/etc. will run on the computer to be used. Check in advance that your overhead projector's bulb works. Be prepared for things to go wrong.
- Practice your presentation a minimum of three times. Practice it in advance for a small group of friends or colleagues who will critique it, or videotape the practice session so that your group can critique themselves.
- Remove coins and keys from pockets as well as your hands.
- If a group is doing the presentation, identify the best speakers. Experts recommend that your best speakers go first and last because of the importance of your introduction and conclusion.
- Create a professional presence. Pay attention to your dress and grooming and make sure they are appropriate for the type of presentation being given.

Visual Aids: visual aids play an important role in a presentation. They can help clarify the speaker's ideas, increase the audience's interest level, and enhance the legitimacy of the speaker. They can also help improve the retention rate of your audience because visual images will leave a longer-lasting impression.

- Use visual aids. Prepare your presentation using software such as PowerPoint. Color slides can be visually appealing but keep in mind...can the audience see your text on the background color? Are the colors so bright they detract from the presentation? Is there too much clutter on the slide? Try to keep your slides simple; typically use no more than 5-8 lines per slide.
- Don't put up a page of numbers or a spreadsheet that can't be read by the audience because the figures are too small.

Delivery: an effective delivery is critical to a good presentation

- Make sure everyone in the audience can hear your voice. Vary your volume and inflection to highlight key points within your presentation. Clearly enunciate your words.
- Make eye contact with people in the audience. Move your gaze around the room and make eye contact with everyone, not just one side of the room or one person. Don't speak just to the professor but to the class as a whole.
- Use body language (i.e., hand movements, smile) for emphasis and to show your enthusiasm for the presentation and topic.
- Do not read your notes! Do not read your notes! Do not read your notes! If you must, use your slides/transparencies as your "notes" during the presentation. But be careful you don't end up speaking to the screen with your back to the audience.
- Move around, but not excessively. Pacing back and forth with no purpose can be as annoying as standing constantly in one place.
- Demonstrate energy and enthusiasm for your topic. Without it, the presenter loses credibility and the presentation dies a slow death.
- If there is a table or something else set up for your presentation, consider moving out from behind it. Of course, this should depend on the purpose of your presentation, but you don't have to create space between you and the audience, then don't do it. Be personable. Move out front and engage the audience. If it fits your skill sets, consider having the presenter be in the audience facing the screen rather than behind a table facing the audience.
- Make sure the transitions between your speaker(s) are smooth.

- *Rehearse! Rehearse! And rehearse again!*

Introduction: *your objective is to capture the interest and attention of your audience, establish your credibility, and provide the audience with a preview of what is to come.*

- *Be sure to catch your audience's attention in the first 60 seconds. Attention spans are very short...think about ways you can capture and maintain the audience's attention. One recommendation is to start your presentation with a relevant quote, story, or other means to get the audience interested in what you have to say.*
- *At the beginning of the presentation, tell the audience your name(s), title, and general topics to be covered (use an agenda or overview) and if needed, state your objective. Ensure that the audience understands the flow of the presentation, i.e., give them a "roadmap" of your presentation.*
- *Begin to establish your credibility by paying attention and following through on the points listed above under "delivery."*

Body: *this is where you deliver the key points of your presentation and provide the evidence and arguments that will convince the audience to support your position.*

- *Identify the key points of your presentation. Make sure the body contains enough information to carry your argument.*
- *Present the key points in some form of logical sequence.*
- *Provide examples, facts statistics or other evidence to support your ideas and opinions.*
- *Use "markers" to keep the audience's attention on your key points, such as "the main idea is," "the second point we want you to consider," "in conclusion," etc.*

Conclusion: *your objective is to reinforce your key points and strengthen the audience's commitment to your message for one last time.*

- *As mentioned previously, an audience's attention span is notoriously short, therefore, make sure you summarize your key points at the end of your presentation. Signal the end of the presentation.*
- *Rehearse your conclusion and make sure it is delivered effectively.*
- *Draw your conclusions based on fact, logic, and solid evidence.*
- *If your presentation has a time limit, make sure you finish on time. If you are the speaker and you see that time is running out, don't just speak faster and try to rush. Instead, given the time remaining, pick out the key points left to be presented and deliver them to the audience. Tell the audience that the other information that wasn't presented can be discussed during the question and answer period.*
- *Develop an outstanding conclusion by using an effective quotation or dramatic statement. Consider going back to something you said in the introduction for further effect. Do not end your presentation with "that's it"*
- *Anticipate the kinds of questions that may be asked and determine in advance how they should be answered. Consider developing some "extra" slides that provide the answers to those questions you think are most likely to be asked.*

TOWS Matrix	Strengths (S)	Weaknesses (W)
<p>Adapted from <i>Long-Range Planning</i>, April 1982, H. Wehrich, "The TOWS Matrix - A Tool for Situational Analysis" p. 60. Copyright 1982, with kind permission from H. Wehrich and Elsevier Science Ltd. The Boulevard, Langford Lane, Kidlington OX5 1GB, UK.</p>	List <i>internal</i> strengths here	List <i>internal</i> weaknesses here
Opportunities (O)	SO Strategies	WO Strategies
List <i>external</i> opportunities here	Generate strategies here that use strengths to take advantage of opportunities	Generate strategies here that take advantage of opportunities by overcoming weaknesses
Threats (T)	ST Strategies	WT Strategies
List <i>external</i> threats here	Generate strategies here that use strengths to avoid threats	Generate strategies here that minimize weaknesses and avoid threats

