

COURSE SYLLABUS



Global Strategy: Innovations & Design [CAPSTONE 2.0 ® On-line Simulation]

Course code: MGT432

Term and year: Fall 2024

Day and time: Independent Study – Meet (5) times during the semester

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Consultation hours: immediately following class or as scheduled.

Credits US/ECTS	3/6	Level	Bachelor
Length	15 weeks	Pre-requisite	MGT 430
Contact hours	42 hours	Grading	Letter grade

1. Course Description

The course will cover a general overview of global strategic management and planning considerations for the international manager, emphasizing innovations and design as the main strategic drivers for successful organizations. The course will examine how corporations generate new ideas, what is relevant for the establishment of a company based on creativity and innovation, what are the steps necessary for successful functioning, and the strategic alternatives for companies based on innovation. The theories and approaches will be illustrated using specific cases of companies that have risen to prominence using strategies based on innovation and design, such as Samsung, Toyota, LG, Nokia, Apple, Sony, and others. Students will be motivated to think about the future trends in innovation and design as strategic drivers.

This course will be conducted using the CAPSTONE® 2.0 business simulation module, part of the CAPSIM® family of online business simulations (www.capsim.com).

CAPSTONE 2.0® is a rich, complex business simulation designed to teach strategy, competitive analysis, finance, cross-functional alignment, and the selection of tactics to build a successful and focused company. CAPSTONE 2.0® provides the rare opportunity to experience running a complete business, with the benefit of reports that show clear correlations between management decisions and outcomes. Faced with a full range of strategy-based decision-making options, participants have the opportunity to try new tactics, test unfamiliar strategic paradigms, and take risks in a risk-free environment.

2. Student Learning Outcomes

- To understand the role innovation and design play for the strategic development and success of an organization, in particular in the international environment
- To get familiar with the theories of innovation management and to understand what is crucial for their successful implementation
- To strengthen students' research, analysis, forecasting, and decision-making skills and abilities

- To hone students' ability to understand the organization as a system of interrelated functions and to provide an opportunity to integrate functional knowledge and skills
- To challenge students' verbal, written, and electronic media communication skills
- To enhance interpersonal abilities by interacting as a team in a challenging and demanding virtual, organizational-like setting

At the completion of this course, students should be able to:

- Apply a strategic management model to the strategic management process
- Analyze a business using internal and external management reports
- Set a strategy for a business and implement that strategy
- Evaluate and apply alternative forms of capital financing for the firm
- Understand and apply the Balanced Scorecard for business decisions, which involves:
 - o Reviewing historical financial and sales data
 - o Forecasting target-customer needs
 - o Analyzing internal processes to address technology changes in manufacturing
 - o Ensuring timeliness of workforce training and development

3. Reading Material

1 Required Materials

CAPSTONE 2.0® "Team Member Guide." Other readings will take place within the CAPSTONE® on

Christensen, C. (2016). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail* (Management of Innovation and Change). Boston: Harvard Business Review Press; Reprint edition (January 5, 2016).

Whittington, R., Johnson, G., Regnér, P., Angwin, D., & Scholes, K. (2019). *Exploring strategy: Text and Cases* (12th ed.). Harlow, Essex: Pearson.

Additional readings may be assigned on an ad hoc basis.

2 Recommended Materials

Since this course is a capstone course that integrates all the functional areas of business into the strategic decision-making process and solution development, each student individually and as a member must incorporate all materials from previous courses in the AAU business school curriculum. Therefore, each student should have access to textbooks, cases, and other business-related materials, which should be readily available through the AAU library.

Your team will make strategic and tactical decisions involving manufacturing, forecasting, sales, customer targeting, R&D, financial operations (debt/equity), and human resources. These decisions are similar to decisions that senior executives would make in a real company. Your team will be in direct competition with others vying for the same customers. One of the key learning components will be how each area of the corporation interacts and affects other areas of the corporation.

4. Teaching methodology

This course uses the CAPSTONE 2.0® online business simulation.

Student teams will face a complex and rapidly evolving scenario in which business acumen is tested and enhanced through modeling, analysis, and strategic planning. The challenge is to develop a successful strategic plan for a \$MM USD company which has been forced to break up into multiple units after being deemed a monopoly by the United States Federal Trade Commission. Each team will take the ownership of developing and executing the strategy of

one the surviving firms. The firm develops, manufactures and sells a variety of technology products. At the beginning of the simulation all firms have the same projects in a variety of market segments. Customer ever changing demands for better, faster, and cheaper products must be satisfied. Many other factors must be considered. With eight years to build success, the management team is under immediate pressure to develop a strategy and implement it thoroughly.

Each round is a year in the company’s life, and executives must make decisions on research and development, production, marketing, and finance. Additional modules in human resources, quality management, and sustainability, labor negotiations, and advanced marketing will not be added, but will be discussed. These are real life conditions which increase both the complexity of the task and the learning opportunities, but are beyond the scope of this course.

At the end of each round, comprehensive reports are provided on each company’s individual performance. An industry report with extensive detail, e.g., as product value chains for each company, inventory on hand, and production capacities, provides ample opportunity for competitive analysis. The debriefings will be CRITICAL in terms of understanding what each team did well or might consider adjusting before continuing with the next round.

Warning: Teamwork is an important part of this course. Students who are unable to work effectively in teams must consider this factor carefully before taking this course. Keep in mind that the course is primarily a succession of team meetings.

5. Course Schedule: the topics to be discussed during the meetings

Please note that this schedule is subject to change and that additional readings and homework may be added.

Date	Class Agenda
	<p>Topic: Introduction to Capstone/CAPSIM</p> <p>Description: Online materials made available to students with appropriate instruction</p> <p>Reading: CAPSIM tutorials The Guide (CAPSIM 2.0 guide – in your Dashboard)</p> <p>Assignments/deadlines: Introductory Lesson Quiz Rehearsal Tutorial Situation Analysis Tutorial</p>
	<p>Topic: Selecting a strategy</p> <p>Description: Review decisions and results, discuss any issues Review Industry Reports and Capstone Courier in CAPSIM 2.0 Analysis of Balanced Scorecard</p> <p>Application of the four components of historical financial data, internal processes, customer focus, and training and learning to the simulation</p>

	<p>Reading:</p> <p>HBR Article: "Using the Balanced Scorecard as a Strategic Management System" HBR Article: "What is Strategy?" In your Dashboard: Industry Conditions Report, Capstone Courier</p> <p>Assignments/deadlines:</p> <p>Practice round 1 Situation Analysis Homework</p>
	<p>Topic: Nature of business strategy</p> <p>Description: Discussion of previous course work linked to the CAPSIM simulation. This work will aid in completing the practice, competition, and individual CAPSIM rounds.</p> <p>Reading: HBR Article: "Can You Say What Your Strategy Is?"</p> <p>Assignments/deadlines:</p> <p>Practice round 2 Homework: Vision Statement</p>
	<p>Topic: Internal and external organizational assessment</p> <p>Description: The CAPSIM Tutorials will help students assess the internal organization of the model business with the Capstone Courier, which contains all the necessary documentation and reports to complete the simulation.</p> <p>Reading:</p> <p>HBR Article: SWOT Analysis HBP: Situation Analysis</p> <p>Assignments/deadlines:</p> <p>Practice round 3 Homework: Vision Statement Critique</p>
	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete Practice round 4</p> <p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines:</p> <p>Practice round 4 Homework: Competitor Analysis</p>
	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete Competition round 1</p>

	<p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines: Competition round 1</p>
	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete Competition round 2</p> <p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines: Competition round 2</p>
Mid-Term Break	MID TERM BREAK (Oct 29-Nov 1)
	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete Competition round 3</p> <p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines: Competition round 3</p>
	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete Competition rounds 4</p> <p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines: Competition round 4</p>
	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete competition round 5</p> <p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines: Competition round 5</p>
	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete competition round 6</p> <p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines: Competition round 6</p>

	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete competition round 7</p> <p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines: Competition round 7</p>
	<p>Topic: Competition round discussion and debrief</p> <p>Description: Complete competition round 8</p> <p>Reading: Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p>Assignments/deadlines: Competition round 8</p>
	<p>Topic: CompXM Final Exam (simulated, not actual)</p> <p>Description: Review of the final debriefing reports and capstone courier and</p> <p>Reading: N/A</p> <p>Assignments/deadlines: 1,000 word reflection paper on the critical learnings derived from playing the simulation during the semester.</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (avg)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Weekly F2F attendance, team participation, individual contribution, homework	42	15%	To enhance interpersonal abilities by interacting as a team in a challenging and demanding virtual organizational-like setting.	2, 3
Individual Participation		15%	Individual contribution and self-motivated engagement in the course.	2,3

CAPSTONE® business simulation Practice rounds (4)	48	20%	Develop the ability to understand the organization as a system of interrelated functions and to provide an opportunity to integrate functional knowledge and skills. Strengthen students' research, analysis, forecasting, and decision-making skills and abilities.	1, 3
CAPSTONE® business simulation Competition (8) rounds	40	30%	To apply the fundamentals of the "balanced score card" to business decision making.	1, 3
CAPSTONE® business simulation CompXM Final -Reflection Paper	20	20%	To work independently to apply a holistic, integrated approach to making decisions in a simulated environment in competition with students from a global perspective. 1k word reflection paper on the key learnings from participating in the simulation.	1, 3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3= Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1:

Assessment breakdown

Assessed area	Percentage
In-class individual contribution to the discussion requires coming to class prepared. This will require reading and watching videos about the subject company and understanding the causes and effects of key decisions for each round of the simulation.	See above
In-class and out of class collaboration with teammates requires being a dependable contributor to the process and keeping up with the progress of the simulation. This will require working together to research the situation which will inform your collective decision making and then collaborating to best interpret the outcome of each decision made for each of the (8) rounds of the simulation. During the semester students will complete individual assessments and reflections after each round.	See above

Assignment 2:

Assessment breakdown

Assessed area	Percentage
Teaming performance – after each simulation there will be an assessment of how well the team performed. This will be related to but not entirely a function of how well the team performed vis-à-vis the	See above

other teams in the competition. The focus of this grading element is on teaming.	
Company performance – after each simulation the teams business performance will be evaluated and compared to the other teams in the competition.	See Above
Reflection Paper – at the end of the course, each student will write a reflection paper summarizing their experience both in terms of teaming and the process and in terms of overall performance considering the most and least effective decisions and related impact.	See above.

8 General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work. Please see the AAU intranet for a [summary of key policies](#) regarding coursework.

Course specific requirements

There are no special requirements or deviations from AAU policies for this course.