

# COURSE SYLLABUS

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

**Course code:** MGT432

**Term and year:** Spring 2024

**Day and time:** Mondays 11:30-14:15

**Instructor:** Jeff Medeiros, MBA Information Systems, BSc Marketing/Finance  
Co-Founder, Keastone, Inc. IRIIIS, a Software-as-a-Service Cloud Offering

**Instructor contact:** [jeff.medeiros@aauni.edu](mailto:jeff.medeiros@aauni.edu)

**Consultation hours:** immediately following class or as scheduled.

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Advanced
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	MGT 430
<b>Contact hours</b>	42 hours	<b>Course type</b>	BA required

### 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](http://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**

#### ***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.

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

Date	Class Agenda
Session 1 Feb 5	<p><b>Topic:</b> Introduction to Capstone/CAPSIM</p> <p><b>Description:</b> Online materials made available to students with appropriate instruction</p> <p><b>Reading:</b>            ) CAPSIM tutorials            ) The Guide (CAPSIM 2.0 guide – in your Dashboard)</p> <p><b>Assignments/deadlines:</b>            ) Introductory Lesson Quiz            ) Rehearsal Tutorial            ) Situation Analysis Tutorial</p>
Session 2 Feb 12	<p><b>Topic:</b> Selecting a strategy</p> <p><b>Description:</b>            ) Review decisions and results, discuss any issues            ) Review Industry Reports and Capstone Courier in CAPSIM 2.0            ) Analysis of Balanced Scorecard</p> <p><b>(4)</b> Application of the four components of historical financial data, internal processes, customer focus, and training and learning to the simulation</p>

	<p><b>Reading:</b></p> <p>(1) HBR Article: "Using the Balanced Scorecard as a Strategic Management System"  (2) HBR Article: "What is Strategy?"  <b>(3)</b> In your Dashboard: Industry Conditions Report, Capstone Courier</p> <p><b>Assignments/deadlines:</b></p> <p>1) Practice round 1  2) Situation Analysis Homework</p>
Session 3 Feb 19	<p><b>Topic:</b> Nature of business strategy</p> <p><b>Description:</b> 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><b>Reading:</b> HBR Article: "Can You Say What Your Strategy Is?"</p> <p><b>Assignments/deadlines:</b></p> <p>Practice round 2  Homework: Vision Statement</p>
Session 4 Feb 26	<p><b>Topic:</b> Internal and external organizational assessment</p> <p><b>Description:</b> 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><b>Reading:</b></p> <p>HBR Article: SWOT Analysis  HBP: Situation Analysis</p> <p><b>Assignments/deadlines:</b></p> <p>Practice round 3  Homework: Vision Statement Critique</p>
Session 5 Mar 4	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete Practice round 4</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p><b>Assignments/deadlines:</b></p> <p>Practice round 4 Homework: Competitor Analysis</p>
Session 6 Mar 11	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete Competition round 1</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p>

	<p><b>Assignments/deadlines:</b> Competition round 1</p>
<p>Session 7 Mar 18</p>	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete Competition round 2</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p><b>Assignments/deadlines:</b> Competition round 2</p>
<p>Mid-Term Break Mar 25</p>	<p><b>MID TERM BREAK</b></p>
<p>Easter Holiday April 1</p>	<p><b>HOLIDAY – Make-up Class/Activity TBD</b></p>
<p>Session 9 Apr 8</p>	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete Competition round 3</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p><b>Assignments/deadlines:</b> Competition round 3</p>
<p>Session 10 Apr 15</p>	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete Competition rounds 4</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p><b>Assignments/deadlines:</b> Competition round 4</p>
<p>Session 11 Apr 22</p>	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete competition round 5</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p><b>Assignments/deadlines:</b> Competition round 5</p>

Session 12 Apr 29	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete competition round 6</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p><b>Assignments/deadlines:</b> Competition round 6</p>
Session 13 May 6	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete competition round 7</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p><b>Assignments/deadlines:</b> Competition round 7</p>
Week 14 May 13	<p><b>Topic:</b> Competition round discussion and debrief</p> <p><b>Description:</b> Complete competition round 8</p> <p><b>Reading:</b> Capstone Courier and Debriefing Reports generated by the completion of each round</p> <p><b>Assignments/deadlines:</b> Competition round 8</p>
Week 15 May 20	<p><b>Topic:</b> CompXM Final Exam (simulated, not actual)</p> <p><b>Description:</b> Review of the final debriefing reports and capstone courier and</p> <p><b>Reading:</b> N/A</p> <p><b>Assignments/deadlines:</b> 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
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

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

## 7. Detailed description of the assignments

### **Assignment 1:**

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
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**

<b>Assessed area</b>	<b>Percentage</b>
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 other teams in the competition. The focus of this grading element is on teaming.	See above
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.

**Electronic communication and submission**

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, “COM101-1 Mid-term Exam. Question”.

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

**Attendance**

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.)

Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of “FW” (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

**Absence excuse and make-up options**

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

**Late work:** No late submissions will be accepted – please follow the deadlines.



### ***Electronic devices***

Electronic devices (e.g., phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

***Eating*** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior, which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

### ***Plagiarism***

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,
- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

### ***Use of Artificial Intelligence and Academic Tutoring Center***

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.

A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author’s work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

**Course accessibility and inclusion**

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

**9 Grading Scale**

Letter Grade	Percentage*	Description
A	95–100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

Prepared by: Jeff Medeiros

Date: 2024/01/12

Approved by: Greg Pezda, Chair of Department of Management

Date: 2024/01/12

Approved by: Jan Vašenda, Vice Dean, School of Business Administration

Date: 2024/01/24