



## Course Syllabus

2022-2023

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# BUSA 6920 Business and Corporate Level Strategic Management and Capstone

**College**

College of Business

**Section**

Online

**Term**

2023SP

**Class Time & Place**

Asynchronous Online

**Campus**

Online

**Course Description**

The strategic management process addresses business-level, corporate-level, and international strategies with a special emphasis on their relationships. This means focusing on the macro, industry and rival analysis, competitive advantage assessment, and value chain development. The evaluation of student thinking to the strategic level, the synthesis of business strategy through the examination of the resource-based view (RBV), structure-conduct-performance (SCP) analysis, and the expression of that thinking to others are the primary course outcomes. There is also a special emphasis on corporate governance and the role of agency theory in the creation and sustainment of an ethical business climate.

In addition, this course serves as an integration mechanism for the MBA curriculum and serves as a vehicle for program assessment. Students will focus on running a business computer-based simulation (CAPSIM) that will challenge the learner to integrate knowledge acquired throughout the MBA curriculum. The simulation integrates a capstone assessment model approved by the Accreditation Council for Business Schools and Programs (ACBSP), which accredits the Walker School of Business at Piedmont University.

**Credits**

6

**Instructor**

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**Office Hours**

M-W-F (9 am - 12 pm & 2 pm to 4 pm); T-Th (9 am - 12 pm & 1 pm to 4 pm)

## Textbooks and Class materials

Textbook: Barney, J.B. & Hesterly, W.S. (2019). *Strategic Management and Competitive Advantage*, 6<sup>th</sup> Ed. Pearson Education, Inc. (ISBN: 978-0-13-474114-7)

## Student Learning Outcomes

Upon the completion of this course, students will be able to:

1. Develop a strategic business plan using the strategic management process.
2. Integrate and apply the functional business areas such as operations, marketing, accounting, and finance within all levels of the firm.
3. Master both business and corporate levels of analysis when using the strategic management process.
4. Express knowledge of various academic topics covered throughout the MBA program, with a special emphasis on ethical decision making.
5. Appraise, assess, and apply standard business judgement and analysis to form valued recommendations for organizational improvements.
6. Discover and evaluate which data/information is of value and prioritize resources for a forward thinking plan of action.

## Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: <https://www.piedmont.edu/academics/technology-requirements/>.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

## Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

|   |               |    |     |
|---|---------------|----|-----|
| A | 100%          | to | 90% |
| B | less than 90% | to | 80% |
| C | less than 80% | to | 70% |
| D | less than 70% | to | 60% |
| F | less than 60% | to | 0   |

## Grading System

### Grading Scale:

A = 100% - 90% (660 points to 594 points)  
 B = Less than 90% to 80% (593 points to 528 points)  
 C = Less than 80% to 70% (527 points to 462 points)  
 D = Less than 70% to 60% (461 points to 396 points)  
 F = Less than 60% to 0 (395 points to 0 points)

### Course Level Assessments:

Quizzes 8 @ 20 points = 160 points  
 Papers 4 @ 25 points = 100 points

|                   |               |   |                   |
|-------------------|---------------|---|-------------------|
| Mid-terms         | 2@ 50 points  | = | 100 points        |
| Peregrine Test    | 1@ 100 points | = | 100 points        |
| Final Exams       | 2@ 50 points  | = | 100 points        |
| Oral Presentation | 1@ 100 points | = | <u>100 points</u> |
| Total Points      |               |   | 660 points        |

## Attendance

There is no formal attendance policy for this course; however, students are expected to attend class as scheduled. There is a direct correlation between academic performance and attendance.

## Class Policies

**Class Policies:** All written work is to be typed using Times Roman 12 point font, should be doubled spaced, and error free as well as follow all APA requirements. Grammar should be reviewed and edited to present the best possible effort in writing; grammar and spell checks are not foolproof but are a starting point in editing. Punctuation, spelling, appropriate capitalization, etc. all count. One-inch margins, a cover sheet, and reference page are the norm in the School of Business; get familiar with the WSB Style Guide found on the Library website under Lib Guides. Quality is your goal. Pay attention to your finished product through editing many times. Remember that every time you produce a written document you either take away from or add to your professional reputation. Start today to develop a good one. **DO NOT CUT AND PASTE OTHER INDIVIDUAL'S WORK AND ALL CITATIONS/REFERENCES MUST HAVE AN ACADEMIC FOUNDATION. PLAGIARISM IS NOT ACCEPTABLE AND I WILL GIVE YOU A ZERO FOR THE ASSIGNMENT. FURTHERMORE, APA VIOLATIONS WILL COST YOU A 10% GRADE DEDUCTION**

## Make-up Policy

**Make-up Policy:** If you are having a problem that is impacting your ability to meet classroom requirements come and see me.

## Course Outline/Schedule

### Module 1: Business Level Strategy – Mission, Values, & Visionary Leadership & Objectives + CAPSIM

#### Barney & Hesterly: Chapter 1 (What is Strategy and the Strategic Management Process)

#### Module Assessment: 20 question quiz

After successful completion of the module, the student will be able to:

Learning Objective 1.1: Define missions, values, vision, and objectives at the business unit level of analysis. (CLO: I)

Learning Objective 1.2: Discuss the two levels of analysis in strategic management (business unit and corporate) and explain the differences. (CLO: I & II)

Learning Objective 1.3: Discuss the assumptions of the resource-based view (RBV) versus Structure-Conduct-Performance (SCP), and explain at what level of analysis each is used. (CLO's: I & II)

Learning Objective 1.4: Describe the strategic management process as it is employed at the business unit level of analysis to achieve competitive advantage. (CLO: I)

Learning Objective 1.5: Define competitive advantage, recall its three states and demonstrate the ability to assess it quantitatively. (CLO's: I, II, & III)

Learning Objective 1.6: Define intended, emergent, and realized strategies. (CLO: I)

Learning Objective 1.7: After registering for CAPSIM, students will watch the 7 videos (Introduction to Capstone & six making decisions videos) related to how to run your simulated business.

Learning Objective 1.8: Students, with the permission/help of the professor, will then form management teams to utilize within the simulation.

Learning Objective 1.9: Students will start to operate their business in the computer based simulation (CAPSIM).

## **Module 2: Business Level Strategy – Analysis of the External Environment (using RBV) + CAPSIM**

**Barney & Hesterly: Chapter 2 (Evaluating a Firm's External Environment)**

**Module Assessment: 20 question quiz**

After successful completion of the module, the student will be able to:

Learning Objective 2.1: Explain Porter's Five Forces (within the industry) model as it relates to business level strategy and value-chain design using the Resource Based View. (CLO: I)

Learning Objective 2.2: Explain the industry life cycle model as it relates to business level strategy and value-chain design using the Resource Based View. (CLO: I)

Learning Objective 2.3: Review 'Getting Started' within the CAPSIM program. (CLO: IV)

Learning Objective 2.4: Watch the 13 (Skills & Reports) video tutorials within the CAPSIM program.

Learning Objective 2.5: Complete Internal/External Analysis for CAPSIM.

Learning Objective 2.6: Review business level strategies in the CAPSIM team member guide.

## **Module 3: Business Level Strategy – Analysis of the Internal Characteristics of the Business (using RBV) + CAPSIM**

**Barney & Hesterly: Chapter 3 (Evaluating a Firm's Internal Capabilities)**

**Module Assessment: 20 question quiz**

After successful completion of the module, the student will be able to:

Learning Objective 3.1: Discuss how the 'value chain' metaphor describes organizational structure at the business unit level of analysis. (CLO: I)

Learning Objective 3.2: Recall assumptions of the Resource Based View (RBV). (CLO: I)

Learning Objective 3.3: Explain VRIO and sustainability of competitive advantage. (CLO: I)

Learning Objective 3.4: Explain the meaning and relevance of 'valuable'. (CLO: I)

Learning Objective 3.5: Explain the meaning and relevance of 'rarity'. (CLO: I)

Learning Objective 3.6: Explain the meaning and relevance of 'imitability'. (CLO: I)

Learning Objective 3.7: Explain the meaning and relevance of 'organization'. (CLO: I)

Learning Objective 3.8: Watch the first three YouTube Webinars (Ready. Set. Go? Your path to success; Snapshot of the market; Revolving headlines) video tutorials within the CAPSIM program.

Learning Objective 3.9: Management teams operate a business in the computer-based simulation and begin to design their different strategies for practice round 1.

#### **Module 4: Business Level Strategy – Selecting Business Strategy: Using Cost Leadership to Achieve Competitive Advantage + CAPSIM Practice Round # 1**

##### **Barney & Hesterly: Chapter 4 (Cost Leadership)**

##### **Module Assessment: 20 question quiz**

After successful completion of the module, the student will be able to:

Learning Objective 4.1: Explain the usefulness of a cost leadership strategy using the VRIO framework. (CLO: I)

Learning Objective 4.2: Assess and explain the value of a cost leadership strategy. (CLO: I)

Learning Objective 4.3: Assess and explain the rarity of a cost leadership strategy. (CLO: I)

Learning Objective 4.4: Assess and explain 'imitability' of a cost leadership strategy. (CLO: I)

Learning Objective 4.5: Assess and explain 'organizational structure' suitability for a low cost strategy. (CLO: I)

Learning Objective 4.6: Assess and explain how the use of cost leadership business level strategy impacts organizational structure. (CLO: I)

Learning Objective 4.7: Assess and explain how the use of cost leadership as a business level strategy impacts compensation policies. (CLO: I)

Learning Objective 4.8: Describe the value chain design for a cost leadership strategy using either classical management or modern management (i.e. Quality Management) theory. (CLO: I)

Learning Objective 4.9: Perform a competitive status assessment for the industry. (CLO's: I & IV).

Learning Objective 4.10: Watch the next three YouTube Webinars (Push the envelope; Spotlight your brand; Predict the future) video tutorials within the CAPSIM program.

Learning Objective 4.11: Management teams review round one results.

Learning Objective 4.12: Management teams make changes for practice round two.

### **Module 5: Business Level Strategy – Selecting Business Strategy: Using Differentiation to Achieve Competitive Advantage + CAPSIM Practice Round # 2**

#### **Barney & Hesterly: Chapter 5 (Product Differentiation)**

#### **Module Assessment: 20 question quiz**

After successful completion of the module, the student will be able to:

Learning Objective 5.1: Explain the usefulness of differentiation using the VRIO framework. (CLO: I)

Learning Objective 5.2: Assess and explain the value of a differentiation business level strategy. (CLO: I)

Learning Objective 5.3: Assess and explain the rarity of a differentiation business level strategy. (CLO: I)

Learning Objective 5.4: Assess and explain the 'imitability' of a differentiation business level strategy. (CLO: I)

Learning Objective 5.5: Assess and explain the 'organization's structure' suitability for a differentiation business level strategy. (CLO: I)

Learning Objective 5.6: Assess and explain how the use of differentiation business level strategy impacts organizational structure. (CLO: I)

Learning Objective 5.7: Assess and explain how the use of differentiation business level strategy impacts management control. (CLO: I)

Learning Objective 5.8: Assess and explain how the use of differentiation business level strategy impacts compensation policies. (CLO: I)

Learning Objective 5.9: Explain the challenge of trying to do both low-cost and differentiation concurrently without being 'stuck in the middle". (CLO: I)

Learning Objective 5.10: Describe the value chain design for a differentiation strategy using either classical management or modern management (Quality Management). (CLO: I)

Learning Objective 5.11: Perform a competitive status assessment for the industry. (CLO's: I & IV)

Learning Objective 5.12: Watch the final four YouTube Webinars (Keep the line moving; In the red or in the black; Quality matters; Wrapping it up – final debrief) video tutorials within the CAPSIM program.

Learning Objective 5.13: Management teams analyze first two practice rounds.

### **Module 6: Business Level Strategy – Innovation via Cost Leadership or Differentiation Strategy + CAPSIM Practice Round # 3**

#### **Module Assessment - Paper Assignment #1: Introduction to Strategic Analysis**

After successful completion of the module, the student will be able to:

Learning Objective 6.1: Explain the role of innovation when the business pursues a low-cost strategy. (CLO: I)

Learning Objective 6.2: Explain the role of innovation when the business pursues a differentiated strategy. (CLO: I)

Learning Objective 6.3: Review results from practice round three – using the data from the three practice rounds prepare a pro-forma Earnings Statement for five years (this will be used in the competition rounds of the CAPSIM simulation).

### **Module 7: Business Level Strategy – Vertical Integration on the Business and Corporate Levels + CAPSIM Simulation Round # 1**

#### **Barney & Hesterly: Chapter 8 (Vertical Integration)**

**Module Assessment: Mid-term Exam – Part # 1 (50 multiple choice questions) & Part # 2 (20 essay questions – student answer any 10).**

After successful completion of the module, the student will be able to:

Learning Objective 7.1: Explain vertical integration as it relates to business level strategy. (CLO: I)

Learning Objective 7.2: Explain vertical integration as it relates to corporate level strategy. (CLO: I)

Learning Objective 7.3: Prepare your team's strategies for the live rounds of CAPSIM that are to follow.

## **Module 8: Entrepreneurship at the Business Level and Corporate Level + CAPSIM Simulation Round # 2**

**Module Assessment - Paper Assignment #2: Write a 1 page paper explaining the differences between 'effectuation logic' (entrepreneurial thinking) and 'cause & effect logic' (the logic taught in business classes). Your audience is your boss. In addition, explain the differences to someone who is not from the business world (i.e. a spouse or significant other, a friend, etc.) and detail if they are able to understand when you should 'effectuation logic' and when you should use 'cause and effect logic' in decision making. You may use the chef versus the line cook metaphor if that resonates with you.**

After successful completion of the module, the student will be able to:

Learning Objective 8.1: Define and explain the concept of 'entrepreneurship' within the confines of strategy. (CLO's: I & II)

Learning Objective 8.2: Explain the paradigm shift required to think as an entrepreneur. (CLO's: I & II)

## **Module 9: Corporate Level Strategy - Mission, Values, Visionary Leadership & Objectives & Return on Equity + CAPSIM Simulation Round # 3**

### **Barney & Hesterly: Chapter 1 (What is Strategy and the Strategic Management Process)**

#### **Module Assessment: Take the Peregrine Test**

After successful completion of the module, the student will be able to:

Learning Objective 9.1: Define missions, values, visions, and objectives at the corporate level of analysis. (CLO: II)

Learning Objective 9.2: Review the two levels of analysis in strategic management (business unit and corporate) and explain the differences. (CLO's: II & V)

Learning Objective 9.3: Review and explain the assumptions of the Structure-Conduct-Performance (SCP) approach to decision making at the corporate level. (CLO's: II & III)



Learning Objective 9.4: Describe the strategic management process as it is employed at the corporate level of analysis and note the new objective (ROE) and explain which market this relates to. (CLO: II)

Learning Objective 9.5: Explain emergent and intended strategies via corporate level foundations. (CLO: II)

Learning Objective 9.6: Explain the role of 'agency theory' in corporate governance. Focusing on the differences between CEO and Chairman of the Board, as well as how it works when it comes to executive compensation. (CLO's: II & V)

Learning Objective 9.7: Management teams will be prepared for the CAPSIM round four – think about a five-year plan in the form of pro forma financial statements.

Learning Objective 9.8: Conduct program level assessment activity.

#### **Module 10: Corporate Level Strategy – Analysis of the External Environment using S-C-P & Capital Market Financing + CAPSIM Simulation Round # 4**

**Barney & Hesterly: Chapter 2 (Evaluating a Firm's External Environment)**

**Module Assessment: Paper Assignment #3– External Environment Analysis.**

After successful completion of the module, the student will be able to:

Learning Objective 10.1: Describe the assumptions of the S-C-P model and the level of analysis where its use is appropriate. (CLO: II)

Learning Objective 10.2: Explain Porter's five force model for industry analysis as it relates to corporate level strategy (investing). (CLO: II)

Learning Objective 10.3: Summarize the industry life cycle model as it relates to corporate level strategy (investing). (CLO: II)

Learning Objective 10.4: Management teams will prepare for the CAPSIM round five.

#### **Module 11: Corporate Level Strategy – Analysis of the Internal Organization using S-C-P & Internal Capital Marketing Investing + CAPSIM Simulation Round # 5**

**Barney & Hesterly: Chapter 3 (Evaluating a Firm's Internal Capabilities)**

**Module Assessment: Paper Assignment #4 - Internal Analysis**

After successful completion of the module, the student will be able to:

Learning Objective 11.1: Explain the concept of an internal capital market. (CLO: II)

Learning Objective 11.2: Discuss how the internal capital market of a diversified corporation differs from other capital markets in a capitalist economic system. (CLO: II)

Learning Objective 11.3: Identify portfolio theory from finance and accounting courses and apply it to corporate level diversification strategy. (CLO's: II & III)

Learning Objective 11.4: Explain how the corporate level makes investing decisions in business units owned by the corporation by using the internal capital market. (CLO: II)

Learning Objective 11.5: Determine weighted average cost of capital calculations from finance and accounting and apply it to the corporate level strategy (how is it viewed differently by practicing managers versus potential investors). (CLO's: II, III, & IV)

Learning Objective 11.6: Explain how the corporation makes financing decisions in the external capital market (i.e. Wall Street) and why above average returns are important. (CLO's: II & III)

Learning Objective 11.7: Explain pro forma financial statements from finance and accounting and why are they important in crafting and assessing corporate level strategy (CLO's: II, III, & IV)

Learning Objective 11.8: Interpret regression equations from the courses of quantitative methods and apply that to corporate level strategy. (CLO's: II, III, & IV)

Learning Objective 11.9: Management teams prepare for the CAPSIM round six.

## **Module 12: Corporate Level Strategy – Selecting Corporate Strategy: Diversification in Many Forms + CAPSIM Simulation Round # 6**

**Barney & Hesterly: Chapter 9 (Corporate Diversification)**

**Module Assessment: 20 question quiz**

After successful completion of the module, the student will be able to:

Learning Objective 12.1: Explain the types of diversification. (CLO: II)

Learning Objective 12.2: Explain the difference between related and unrelated diversification. (CLO: II)

Learning Objective 12.3: Explain how economics of scope can make diversification valuable. (CLO: II)

Learning Objective 12.4: Explain how diversification can improve return on equity. (CLO's: II & IV)

Learning Objective 12.5: Management teams prepare for the CAPSIM round seven.

**Module 13: Corporate Level Strategy – Implementing Diversification with a Goal of Above Average Returns (ROE) + CAPSIM Simulation Round # 7**

**Barney & Hesterly: Chapter 10 (Organizing to Implement Corporate Diversification)**

**Module Assessment: 20 question quiz**

After successful completion of the module, the student will be able to:

Learning Objective 13.1: Explain the types of organizational structure. (CLO: II)

Learning Objective 13.2: Explain how to access divisional performance. (CLO: II)

Learning Objective 13.3: Explain how diversification strategies affect compensation systems. (CLO: II)

Learning Objective 13.4: Management teams prepare for the CAPSIM round eight.

**Module 14: Corporate Level Strategy – Implementing Strategic Alliances, Mergers, & Acquisitions (M & A) + CAPSIM Simulation Round # 8**

**Barney & Hesterly: Chapter 11 (Strategic Alliances) & Chapter 12 (Mergers and Acquisitions)**

**Module Assessment: 20 question quiz**

After successful completion of the module, the student will be able to:

Learning Objective 14.1: Explain what a strategic alliance is and why it is important for corporate level strategy. (CLO: II)

Learning Objective 14.2: Explain the process through which a strategic alliance can create value for a corporation. (CLO: II)

Learning Objective 14.3: Explain the incentives that could threaten the success of a strategic alliance. (CLO: II)

Learning Objective 14.4: Explain organizing techniques that can be employed to enhance alliance effectiveness. (CLO: II)

Learning Objective 14.5: Explain leveraged buyouts use within a corporate level strategy. (CLO: II)

Learning Objective 14.6: Identify the use of acquisitions within a corporate level strategy. (CLO: II)

Learning Objective 14.7: Elaborate on the use of mergers within a corporate level strategy. (CLO: II)

Learning Objective 14.8: Explain other methods that can be used for a corporate level strategy within the mergers and acquisitions area. (CLO: II)

Learning Objective 14.9: Discuss various risk factors including 'Knightian uncertainty' from a corporate level philosophy. (CLO: V)

Learning Objective 14.10: Concluding activities of CAPSIM (including download of financial statements and preparation of spreadsheets to perform budget versus actual results – this is preparation for the final capstone presentation).

### **Module 15: Corporate Level Strategy – Implementing International Strategies utilizing Porter's Diamond Model + CAPSIM**

**Module Assessment: Final Exams (Part # 1 – 50 multiple choice questions; Part # 2 – 20 essay questions, students answer any 10) & CAPSIM Simulation Oral Presentation Grade (100 points)**

After successful completion of the module, the student will be able to:

Learning Objective 15.1: Explain and analyze Porter's Four Diamond Model as it relates to international strategic corporate level strategies. (CLO: II)

Learning Objective 15.2: Identify and explain the basic benefits of international opportunities as it related to international strategic corporate level strategies. (CLO: II)

Learning Objective 15.3: Explore and analyze business level and corporate level resources and capabilities in relation to international strategies. (CLO: I & II)

Learning Objective 15.4: Explain the use of core competencies in relation to different modes of entry into foreign markets. (CLO: II & IV)

Learning Objective 15.5: Elaborate on the risks and complexity of conducting operations in an international marketplace. (CLO's: III, IV, & V)

Learning Objective 15.6: Conduct course level assessment activities

**BUSA 6920: CAPSIM Requirements per Module:**

· Module 1

o Students assigned to companies

§ Students register at [www.capsim.com](http://www.capsim.com)

§ Students need to read the 'Team Member Guide' (which includes registration instructions (15:00)

§ Students need to determine role assignments for each member – read 'How we Organize Our Company?' in the Online Guide (15:00)

o Watch the following seven videos:

§ Introduction to Capstone (4:32)

§ R&D (3:26)

§ Marketing (3:16)

§ Production (2:43)

§ Finance (2:45)

§ Human Resources (6:34)

§ TQM (5:18)

· Module 2

o Review 'Getting Started' area of the website (5:00)

§ Complete 'Rehearsal Tutorial' which introduces the simulation software (60:00)

§ Complete 'Situation Analysis' exercise in the 'Guide' or the 'Online Guide' (this will help students analyze external/internal conditions prior to managing their corporation) (60:00)

o Watch the following 13 videos:

§ Forecasting in Capstone (5:46)

§ Situation Analysis (3:48)

§ Customer Survey Score (5:01)

§ Capstone Courier (5:42)

§ Generic Strategies (9:03)

§ Financial Statements (13:03)

§ Sales Forecasting (9:19)

§ Putting Assets to Work (10:55)

§ Competitive Advantage in Capstone (13:00)

§ Financial Structure in Capstone (14:07)

- § Competitive Analysis in Capstone (15:40)

- § The Balanced Scorecard (6:10)

- § Financial Ratios in Capstone (6:40)

- Module 3

- o Make Practice Round 1 decisions (90:00)

- o Watch the following three YouTube Webinars:

- § Ready. Set. Go! Your path to success (30:55)

- § Snapshot of the Market (35:07)

- § Revolving Headlines (31:51)

- Module 4

- o Students review results of Practice Round 1 (15:00)

- o Students review various reports automatically generated by the simulation (especially the Courier/FastTrack) (15:00)

- o Make Practice Round 2 decisions (120:00)

- o Watch the following three YouTube Webinars:

- § Push the Envelope (32:12)

- § Spotlight your Brand (30:03)

- § Predict the Future (31:55)

- Module 5

- o Students review results from Practice Round 2 (15:00)

- o Students make Practice Round 3 decisions (90:00)

- o Watch the following four YouTube Webinars:

- § Keep the Line Moving (30:08)

- § In the Red or in the Black (28:46)

- § Quality Matters (13:31)

- § Wrapping it Up – Final Debrief (32:35)

- Module 6

- o Students review results from Practice Round 3 (60:00)

- o Simulation restarts to beginning of 'Competition Rounds'

- o Students make Competition Round 1 decisions (90:00)

- Module 7

- o Students review results from Competition Round 1 (15:00)

- o Students make Competition Round 2 decisions (90:00)

- Module 8

- o Students review results from Competition Round 2 (15:00)

- o Students make Competition Round 3 decisions (90:00)

- Module 9

- o Students review results from Competition Round 3 (15:00)
- o Students make Competition Round 4 decisions (90:00)
- Module 10
- o Students review results from Competition Round 4 (15:00)
- o Students make Competition Round 5 decisions (90:00)
- Module 11
- o Students review results from Competition Round 5 (15:00)
- o Students make Competition Round 6 decisions (90:00)
- Module 12
- o Students review results from Competition Round 6 (15:00)
- o Students make Competition Round 7 decisions (90:00)
- Module 13
- o Students review results from Competition Round 7 (15:00)
- o Students make Competition Round 8 decisions (90:00)
- Module 14
- o Students review results from Competition Round 8 (15:00)
- o Students work on their CAPSIM Simulation Oral Presentation – Stockholders' final debrief
- Module 15
- o Students present (either live to the professor through Zoom or a prerecorded video (i.e. YouTube) with the link sent to the professor over their Stockholders' final debrief oral presentation where they defend decisions as the executive management team to the Board of Directors and Stockholders (30:00)

## **Social Justice Statement**

NA

## **Department Assessment**

### **Course Learning Objectives (CLO):**

- I. Formulate strategy at the strategic business unit (SBU) level of analysis by employing the strategic management process model and the Resource-Based View.
- II. Formulate strategy at the corporate level of analysis by employing the strategic management process model and the Structure-Conduct-Performance model.
- III. Integrate knowledge acquired in accounting, economics, finance, marketing, management, and quantitative methods courses to assess strategic options.
- IV. Develop models that can simulate strategic options, and quantitatively simulate strategic choices (implied task of all business analytics).
- V. Assess the effectiveness of the agency theory to inform corporate governance.

## **Piedmont Policies**

**Non-Discrimination Policy:** It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

**Piedmont University** adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

**The Learning Center** exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington [ohowington@piedmont.edu](mailto:ohowington@piedmont.edu) or call 706-778-8500, ext. 1176 or visit: <https://www.piedmont.edu/learning-center>.

**Piedmont University** strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **Office of Accessibility, Resources, and Services (OARS)** to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at [csnow@piedmont.edu](mailto:csnow@piedmont.edu) or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: [https://piedmont-accommodate.symlicity.com/public\\_accommodation/](https://piedmont-accommodate.symlicity.com/public_accommodation/). If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symlicity.com/students>

**Statement on Academic Integrity:** Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

**Directives on Completion of Student Work:** Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

**Student Email Policy:** All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

**Withdrawal Policy:** Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at <https://piedmont.smartcatalogiq.com/> for the particulars regarding the withdrawal policy.

**Excused Absence Policy:** Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at <https://piedmont.smartcatalogiq.com/>.

**Starfish®:** We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly



connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at <https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379>.

*Piedmont University Library* is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.

### **Additional Information**

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