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BGEN 499.02: Integrative business Simulation

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BGEN499

Integrative Business Simulation

Fall 2015

School of **Business Administration**

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Section 1: Monday/Wednesday - 8:10 to 9:30 am GBB122 August 31 to October 19

Section 2: Monday/Wednesday - 9:40 to 11:00 am GBB122 August 31 to October 19

Office Hours: Monday & Wednesday 11:10am–12:30pm or 8:00am-11:00am are available on Tuesday by appointment

Prerequisites:

Senior in Business, all business core, and Co-req. of BMGT 486 Strategic Venture Management

Course Description:

This course provides an opportunity for seniors to gain experience in integrating business concepts, in evaluating the ethical implications of decisions, and in using analytical skills to management team to make decisions on issues relating to R&D, marketing, production, finance, HR, and operations for the firm.

Business graduates must be able to integrate the skills and knowledge they have learned in their studies. The School of Business Administration (SOBA) must assess students' abilities to integrate diverse functional areas to make good business decisions. Students will take a variety of assessments in this course that will identify student strengths and weaknesses in order to improve student preparedness to enter the workforce.

Course Objectives:

- Students will **integrate business knowledge** and skills learned across the business program to operate a simulated business and see how various business functions in a firm interact.
- Students will apply **problem solving** processes within a business context.
- Students will deal with **ethical issues** within the context of a virtual business.
- Students will recognize the **links between business decisions and financial performance** and see how decisions affect the organization as a whole.
- Students will understand the importance of **using market and production data as well as competitive signals to adjust strategies** and business tactics.
- Students will **experience the challenges and rewards of top managers** and entrepreneurs in head-to-head competition.

Teaching Philosophy:

The primary objective of this course is to give students hands-on experience operating a business in a simulated environment so students can develop knowledge and skills to assist them in their upcoming careers. The professor will not provide a review of all materials covered in other business courses. The professor will serve as a coach to help the teams of students understand the results from each round of the simulation and to make better decisions for subsequent rounds. The professor prefers to interact with students in a friendly and professional manner. Should students have any questions concerning the course, the professor welcomes students to visit during office hours, schedule an appointment, and/or communicate via email. The professor will make every reasonable effort to assist students in the learning experience and respond to student inquiries.

Required Resources:

- Capsim Foundation Business simulation game from www.capsim.com. (\$53.99 for Foundation, \$10 for the Ethics Plugin, and \$14.99 for Comp-XM)
- Students must have access to a computer (or to a campus lab with a computer) that has Internet connectivity as well as Microsoft Office Word & Excel.

Simulation Game:

The simulation teaches students business fundamentals of teamwork, leadership, strategy, and tactics. Students utilize knowledge of accounting, marketing, management, finance, and information systems to coordinate decisions in the areas of research & development, marketing, production, and finance. In teams, students will make a series of decisions necessary to run a \$40 million company in a simulated environment, each decision set representing one year of operation. The on-line simulation, Foundation (by Capsim), then has up to six teams compete against each other to determine metrics for each team's performance, such as market share and profit or loss. The simulation continues through eight years of operation.

At the end of each round, the teams receive comprehensive reports on their performance, along with a detailed industry analysis which allows for rich competitive analyses. Each week, the instructor will debrief the teams and coach them on how to improve their performance. Of course, they must compete with the other teams which are also trying to improve. Class meetings will also contain reviews of business concepts pertinent to the challenges being faced that week. Team collaborations and decision-making may take place outside of the regularly scheduled class time.

Students will be assigned to teams of three to five members and will have a broad distribution of business majors. The team or firms compete in a competitive marketplace. There is no need for members of different firms to communicate directly with each other (otherwise the instructor, will interfere). Because of the market structure, there will be no alliances or mergers. This is a competitive game just like in the real business world. Teams are encouraged to regularly and thoroughly study all reports the simulation generates.


Comp-XM Exam:

At the end of the team simulation, each student will complete an individual simulation, with exam questions based on that student's individual performance in the simulation. Comp-XM (nationally normed) is a comprehensive exam that assesses each student's ability to integrate business concepts from the functional areas of business, as well as providing questions on specific business concepts. **This exam is not to be worked on as a team or with any other student or non-student.** The only person available for assistance is the course instructor. The exam is to measure your individual understanding of running a simulated business. To successfully run the simulated company, students should be able to integrate across all areas of business (accounting, finance, marketing, management, strategy, operations management, management information systems, ethics, and human resource management). Each student will be required to sign a statement saying they will complete the Comp-XM on their own without assistance from another person. It is fine to Google concepts or use textbooks from other, but students cannot to get advice from another person (other than the instructor).

Email & Moodle:

- The university policy regarding student e-mail requires faculty members to only correspond with students regarding academic issues if both parties use official UM e-mail addresses. This means that faculty need to use a @business.umt.edu address sent to the student's @umconnect.umt.edu address.
- I try to be timely in my email responses. If you email me during the week you will almost always receive a response that day. Treat all emails as a form of **professional communication** in the class. Your messages should be well written and grammatically correct. Furthermore, your messages should begin with a proper salutation and closing. **If your email does not meet these standards of professional communication, you will get a response asking you to rewrite it.** Your professional communication skills will be critical to your success in business and this is an excellent opportunity to practice them in the class.
- It is your responsibility to check your email account and Moodle regularly. All email correspondence will be sent to your @UMConnect.umt.edu accounts. You are responsible for all material provided to you through these venues so you should check them both regularly. It is a good idea to keep your **Sent Items** for all email communications.

Each team member is required to post one round analysis & one forecast on Moodle. The analysis will be over the Foundation Fasttrack and the Analyst Report on how the team performed relative to the competition and what the team should do differently. There is a forecasting spreadsheet that each team will use to post to Moodle. Students get credit by posting the analysis and forecast on Moodle in the Capsim Feedback Area.

 **Capsim Feedback Area**

Graded Course Activities:

Student performance will be based on the simulation, career exercises, ethics scenarios from the game, participation in help and coaching sessions as well as individual scores on the Comp-XM exam. **Students must pass the Major Field Test assessment** to receive a grade in the class.

One objective of the course is to allow students to demonstrate that they have integrated knowledge of all aspects of business. Sixty percent of the grade is based on individual performance and

forty percent is based on team performance. To be successful, students must learn all aspects of the Foundation game, which also demonstrates ability to run and operate a business.

Ethics cases are to be reviewed and analyzed as a team. Each student must vote individually via Capsim. The impact on the team is based on a majority rule process. **If a student fails to vote, they will receive zero points for that ethics case.**

Group Evaluation: Each group member must fill out an evaluation form for the team project. The evaluation form includes a section for the evaluation of the members of your group. **Your evaluation of the performance of your group mates will be included in their grade for all aspects of the competition round of the Foundation simulation.** For example, if you receive a 70% for group participation you will only receive 70% of the total points that the group earned on the project. The success of the learning process and the project is dependent on the dedication and commitment of all of the students in the class.

Activity	Points	% of Course Grade
Individual Syllabus Quiz	5	10%
Individual Getting Started Tutorial/Quizzes	15	
Individual Forecasting Lesson	10	5%
Team Performance in Simulation (adjusted by your participation score)	60	30%
Individual scores on Ethics Scenarios during the Competition Rounds with Team (If you don't vote, you receive zero points)	20	10%
Individual post of Round Analysis on Moodle	10	10%
Individual post of Forecast on Moodle	10	
Individual Grade on Comp-XM Exam	60	30%
Individual Career Senior Survey	10	5%
Total	200	100%

If you attend all class periods you will receive **2-extra credit points**. You can also get **6-extra credit points** by participating in the Foundation Challenge which is a world-wide competition on the Capsim website. UM students have placed 1st once, 2nd twice, and 4th once in this world-wide competition. The extra credit points available are enough to move you one level on the scale below. Each student will be required to demonstrate competence in integrated business knowledge. Grades will be assigned based on the following breakdown:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
≥ 93%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	≤ 60%
	to 90%	to 87%	to 83%	to 80%	to 77%	to 73%	to 70%	to 67%	to 63%	to 60%	

Note: a grade lower than C- will require that you re-take the course.

Class Attendance:

Class attendance is extremely important to succeed in this course. Attendance is mandatory for the Major Field Test. My goal is to know everyone's name by the end of the semester and taking attendance will help me do that. Since the class only goes eight weeks, there will be online

activities required. During the competitive rounds of the game, the reviews conducted with each team on results from decisions will either happen in person during class time, in coaching sessions, or online via Moodle. It is important that you check email and Moodle to keep track of class announcements. These are the rules on attendance:

- **Each student must attend the Major Field Test.** If you have an emergency, you must let the professor and Associate Dean Terri Herron (Terri.Herron@umontana.edu) know via email prior to the assessment date. The professor reserves the right to adjust the student's final grade down one full letter grade for absences during this assessment. The Major Field Test will be online in **GBB213 on Friday, October 16**. Section 1 has priority for the 7:00 to 9:30am time slot and section 2 has priority on the 9:30 to noon time slot. Each student must sign-up for their preferred time slot via Moodle. Reasonable accommodations for the Major Field Test can be made by contacting the professor and Andi Armstrong (andrea.armstrong@umontana.edu or 243-4832).
- **Each student will be allowed two (2) excused absence (regardless of reason).** If you miss more than two times you will receive a negative adjustment to your final grade. The professor reserves the right to adjust the student's final grade up to one full letter grade for each absence over two. You can track your absences in Moodle by pressing the attendance link. If you know you are going to be gone for your class period on Monday or Wednesday during a week, you can always attend the other class period for the other section. Please refer to UM's Class Attendance/Absence Policy for more information www.umt.edu/catalog/academics/academic-policy-procedure.php.
- It is a good idea to let the professor know when you plan to be gone, just like you would let your boss know when you plan to be absent from work.
- If you are absent for a regular class period, it is your responsibility to obtain any course materials from your peers.
- You are in attendance when your name is called. If you enter class after this time it is your responsibility to let me know you are here. Being punctual and responsible for your own actions is important in both business and life.
- If you need to leave class early, which I don't recommend, please notify the professor at the beginning of class. Failure to do so may result in the loss of attendance for that day.

Classroom Behavior:

Each class session will be treated as a professional business meeting, which requires your full attention and participation. Like any employer, the professor maintains certain expectations of your performance and professional conduct during class sessions. Students are expected to conduct themselves in a professional manner at all times (SoBA Code of Professional Conduct <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>). This includes:

- Arriving at class prepared to discuss the topic.
- Turning off all personal electronic devices prior to entering the classroom.
- Staying in the classroom for the entire class period. Arriving and departing during class is disruptive to the entire class and, therefore not acceptable.
- Being attentive and engaged in the class. Working on tasks unrelated to the class (e.g., texting, web surfing) is not acceptable.
- Refraining from disruptive behavior during the class period.

- Treating the professor, guest speakers, and other students with respect at all times.
- You are free to go to the restroom, but do it without disrupting what is going on in class.
- Please be courteous to all guest speakers and don't leave until the presentation is completed.
- If you must leave during the middle of a class when I am teaching, the proper thing to do is let me know a head of time.
- Students who fail to follow the guidelines for professional etiquette may be asked to leave the class and/or receive a negative adjustment to their final grade.

Academic Misconduct & SoBA Code of Professional Conduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php). All students need to be familiar with the Student Conduct Code.

The SoBA Code of Professional Conduct can be found at <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>

School of Business Administration Grievance Policy

Although conflicts between students and professors are rare, they do occasionally occur. Please be aware that the standard operating procedure for dealing with such conflicts within the School of Business Administration is as follows:

1. Try to resolve the conflict directly with the professor.
2. If you feel that the conflict cannot be resolved between yourself and the professor, contact the chair of the Management Information Systems department.
3. If, after speaking with the department chair and the professor, you still feel that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

Reasonable Accommodations:

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. (For other options see <http://www.umt.edu/disability>).

School of Business Administration Mission Statement and Assurance of Learning:

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

- Learning Goal 1: SoBA graduates will possess fundamental business knowledge.
- Learning Goal 2: SoBA graduates will be able to integrate business knowledge.
- Learning Goal 3: SoBA graduates will be effective communicators.
- Learning Goal 4: SoBA graduates will possess problem solving skills.
- Learning Goal 5: SoBA graduates will have an ethical awareness.
- Learning Goal 6: SoBA graduates will be proficient users of technology.
- Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

SHARED CORE VALUES

- Student-centered, participative, interactive, collegial learning environment
- Teamwork within the School and responsive collaboration with stakeholders
- Life-long learning and professional development
- Excellence, with a focus on continuous improvement
- Innovation and openness to risk
- Maintenance of high-level professionalism
- Integrity in all we do
- Diverse perspectives
- Sustainability, responsiveness and flexibility for an ever changing world