MMS 450.01 – Capstone Course Syllabus – Fall 2015
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Tell me and I forget, Teach me and I remember, Involve me and I learn
Ben Franklin

Course Description: The focus of this course will be to take what you have learned in classes and experiences while at Duke, combine that with new learning, and bridge the theoretical and the real-world through the use of a semester long simulation. Through the use of this simulation you will get an understanding of managing a company and dealing with issues in finance, production, marketing, research and development, ethics, labor negotiations, TQM (Total Quality Management), and human relations. This will be done in project teams and through discussion in class. You need to understand that learning in this class will be different than most of your other classes. Due to using the simulation, we will be approximating real life. That means that you are responsible for your own learning. You need to be an active learner much like you would be in the real world. That will require you to be reflective of your and your team’s results, evaluate any issues, and put in place corrective measures. You should view me as your CEO, your coach, your mentor – not someone who is going to just download information to you.

The Capstone Simulation: Most strategic decision making is made in an atmosphere of collaboration and consultation with key executives and colleagues. In this respect the simulation mirrors the real world. Leading, managing, and organizing your team is at least as important as the decisions you make.

"Why do some teams do better than others? Was it their strategy? Experience in the real world? Superior tactics?" This will be the eighth semester I’ve used the Capsim simulation. A few rounds into the simulation, I can make very accurate judgments on what teams will do the best purely based on observing how they’ve set-up their team, how the team members interact with each other, and how well prepared each team member is. So the key is team dynamics – each person doing their full and fair share due to the interdependence of your work; and your team dynamics.

There are two things that will greatly influence your and your team’s performance. First, going through all of the Capsim materials – the team member guide, TeamMate, the tutorials, the rehearsal, the ethics guide - this is your first priority. The simulation is complex; there’s a lot of data to go over – much of which will be unfamiliar to you - and you need to get comfortable with how to manage the execution of the simulation. Every team that’s done poorly in the past has said they should have spent more time in the prep work upfront. Regardless of how smart you think you are, you won’t be able to do well if you try to figure out how to manage the simulation as you play. We rarely read the instructions whenever we buy a new piece of electronics. We figure that it’s intuitive and we’ll reason our way through the device’s use. This is more complicated than the directions for your new iPhone. You owe it to your teammates to do all the prep work. I will be able to follow online your progress through the tutorials and rehearsal.

Your second priority should be team organization. This includes developing a Team Charter. Effective teams surface more observations, ideas, and tactics than ineffective teams. You might organize as a committee, or you might prefer to assign specific roles to individuals – for example, as product, segment, or functional managers. Capstone is both an individual and a team exercise. Each student must coordinate their decisions with their teammates to arrive at an overall corporate strategy. Additional assignments will benchmark each student individually about their learning progress.

The simulation creates opportunities to examine and use many analytical tools:

- Mission/vision statements/OGSM's
- Strategic Plans
- Marketing Plans
- Market, Competitor and Competitive Analysis
- Business Models
- Balanced Scorecard
- Product Improvement Plans based on consumer perceptual mapping
- Financial Planning - you will be asked to make investment decisions on capital, manufacturing/process improvement, R&D, marketing; manage your income statement, balance sheet, and cash flow; issuance of bonds, stock, dividends, etc
- Scenario planning
- Human Resources - there is one human resource issue you will need to handle
- Labor issues - there are two labor negotiations that you will need to resolve
- Ethics - you will need to make decisions on 6 ethical issues, with your decisions effecting your business
- SWOT analysis
- Porter’s Five Force Analysis
Course Key Learning Objectives

1. Develop your knowledge of group dynamics.
   - Identify the key characteristics of effective group dynamics.
   - Understand how to facilitate group interactions.

2. Enhance your communication and interpersonal skills.
   - Improve your ability to listen actively and express ideas clearly.
   - Develop effective conflict resolution strategies.

3. Analyze and evaluate organizational structures and processes.
   - Evaluate the impact of organizational structure on decision-making.
   - Understand how to optimize processes for efficiency.

4. Implement and evaluate strategies to effectively manage change.
   - Identify the stages of change and their impact on individuals.
   - Develop action plans to manage change effectively.

5. Foster leadership qualities and values.
   - Develop a personal vision for leadership.
   - Understand the role of ethical leadership.

6. Explore different leadership theories and models.
   - Compare and contrast various leadership theories.
   - Apply leadership theories to real-world scenarios.

7. Understand the role of communication in leadership.
   - Identify effective communication strategies for leaders.
   - Analyze the impact of communication on leadership effectiveness.

8. Develop strategic planning skills.
   - Create strategic plans that align with organizational goals.
   - Evaluate the effectiveness of strategic plans.

9. Analyze organizational behavior.
   - Understand the role of organizational behavior in shaping workplace culture.
   - Analyze the impact of organizational behavior on employee performance.

10. Develop an understanding of organizational culture.
    - Identify key elements of organizational culture.
    - Understand how to influence and change organizational culture.

Evaluation:

Pretest:
1. Knowledge of group dynamics.
2. Communication and interpersonal skills.
3. Organizational structures and processes.
4. Leadership qualities and values.
5. Leadership theories and models.
6. Communication in leadership.
7. Strategic planning skills.
8. Organizational behavior.
9. Organizational culture.

Posttest:
1. Knowledge of group dynamics.
2. Communication and interpersonal skills.
3. Organizational structures and processes.
4. Leadership qualities and values.
5. Leadership theories and models.
6. Communication in leadership.
7. Strategic planning skills.
8. Organizational behavior.
9. Organizational culture.

Evaluation Instrument:
- A standardized test to assess your knowledge and skills.
- Observations of your participation and performance in group activities.
- Feedback from peers and instructors.

Instructions:
- Complete the pretest before the module.
- Complete the posttest after the module.
- Reflect on your learning and how you can apply it in your workplace.

Feedback:
- Your performance on the evaluation instrument will be used to assess your progress throughout the module.
- Specific areas of strength and areas for improvement will be identified.
- Feedback will be provided to help you improve your performance in future modules.

Module: Organizational Behavior

The module aims to enhance your understanding of organizational behavior and its impact on workplace effectiveness.

Key Concepts:
- Group dynamics
- Communication and interpersonal skills
- Organizational structures and processes
- Leadership qualities and values
- Leadership theories and models
- Communication in leadership
- Strategic planning skills
- Organizational behavior
- Organizational culture

Learning Outcomes:
- Develop your knowledge of group dynamics.
- Enhance your communication and interpersonal skills.
- Analyze and evaluate organizational structures and processes.
- Implement and evaluate strategies to effectively manage change.
- Foster leadership qualities and values.
- Explore different leadership theories and models.
- Understand the role of communication in leadership.
- Develop strategic planning skills.
- Analyze organizational behavior.
- Develop an understanding of organizational culture.

Assessment:
- Pretest and posttest evaluations.
- Observations of group activities.
- Feedback from peers and instructors.

Materials:
- Module guide
- Pretest and posttest evaluation instruments
- Observations and feedback forms

Resources:
- Online resources
- References to relevant literature
- Practice scenarios

Conclusion:
- The module provides an opportunity to explore and apply important concepts related to organizational behavior.
- Your performance in this module will be evaluated through the pretest and posttest evaluations.
- Additional feedback will be provided to help you improve your understanding and skills.

Next Steps:
- Review your evaluation results.
- Identify areas for improvement.
- Develop a plan to apply your learning in your workplace.

Reflection:
- Reflect on your learning experience.
- Identify key takeaways from the module.
- Consider how you can apply these concepts in your role.

The module concludes with an opportunity to reflect on your learning and plan for future development in the field of organizational behavior.
Learning Process Objectives:
1. Become comfortable with the fact that the “real world” does not contain one correct answer and that you will not be in total control of all the variables that impact your success. Instead, organizations face ambiguous strategic threats and opportunities with uncertain organizational strengths and weaknesses that require diverse, analytical perspectives to formulate sound actions to solve strategic problems or exploit opportunities.
2. Show initiative in figuring out solutions to questions and issues by good use of resources - asking me for solutions should not be your first action.
3. Develop: (a) analytical and critical thinking abilities relevant to strategic management; (b) a sense of “knowing what you don’t know” to identify additional information necessary for action; (c) alternatives to solve problems and exploit opportunities; and (d) reacting to results below expected performance.
4. Develop interpersonal skills for effective communication and teamwork within diverse groups.

Course Materials: The main material will be the Capsim Capstone simulation. You will need to register at [www.capsim.com](http://www.capsim.com) and enter industry code C72859. Do this immediately. The first assignment for class is reading material on the website and if you delay and have a registration issue on Monday, it won’t be resolved in time for you to complete the assigned reading. The simulation costs around $80.00 and you can pay by credit card. You will need to buy the book “Good to Great” by Jim Collins. You can get it online or at a local bookstore. I’ve listed some Harvard articles by management and strategy guru Michael Porter. I will post those and others on Sakai. Also, if you come across some interesting articles or current issues that you’d like to discuss either in or out of class, please let me know and I’ll make sure we cover it.

Course Format: Most of the class will be based around the Capsim Capstone simulation and discussion in class of the weekly results of your company and its competitors. We will also discuss the assigned readings. As class participation will be part of your grade, the expectation is that all assignments will be completed prior to the corresponding class and that this will lead to lively debate and discussion. It’s during this debate and discussion when the real learning will occur.

Grading: The grading will be based on six factors: 1) your team/company results in the simulation compared to your classmates; 2) three peer reviews where you will be rated by your teammates in a number of key areas; 3) three TeamMate evaluations that help understand the functioning of your team; 4) in-depth business reviews that each team will prepare and present to me outside of class time and one final review the last week of class; 5) the Comp-XM Basix exam built into the simulation that you will complete at the beginning and conclusion of the simulation; and 6) Course engagement as described below. The grading will be done on a forced-ranking curve. I will rank each team and class participant based on their performance. I will then create quartiles for grades. The grade of the mid-point will be determined by my feeling of overall engagement of the class. I reserve the right to lower people’s grade off the curve if they aren’t fully engaged. There will not be an exam during the exam period.

Course Engagement: There are four parts of course engagement. 1) The first is physical attendance. You need to be at every class unless you have a university approved absence or you contact me prior to class by text, email, or phone. This includes the weekly discussion classes. Having to do work for other classes is not an acceptable excuse. Also, attending an employer info session is not acceptable either. Companies don’t grant interviews based on who shows up. So go to the one that means the most to you. I’ve checked this with the Career Center and with Emma Kasriel and they are in agreement. Punctual arrival is expected. 2) The second is mental attendance and class participation. You need to be mentally engaged in the discussions in class. This means paying attention and participating in the discussions. If you are usually a shy person who feels uncomfortable speaking in class, come talk to me so I can help you deal with the issue. Whether it’s here at Duke or in any future endeavors, you’re going to need to be participative, so I will help you achieve this. As part of this: There will not be any phone, texting, emailing, internet or non-simulation computer use during class. I know that some of you use your computer for taking notes during class. Unfortunately, I won’t be able to accommodate you. 3) The third is completing with your group the simulation assignment and any other related activities. You need to be a fully engaged partner with your teammates on doing the simulation work. It’s not something they can do for you. Your not fully participating will negatively affect the entire team. 4) The fourth is adherence to the Duke Community Standard. I expect you to do your own work. Also, as there will be group work, you should know that I consider group participants not doing their fair share of work, and thus taking credit for work to which they haven’t fully and fairly contributed, to be in violation of this Standard. Please note, you can’t get an overall A grade without being engaged in the class.

Office Hours: I don’t have set office hours but am available from 11:00am to 1:00pm seven days a week - just give me a call, text, or email (numbers and address noted above) to set-up. I also frequently do flunches and flinners. I enjoy meeting with you folks, discussing the class materials, or helping you with career decisions and preparation.

MMS 450.01 Class/Assignment Schedule Fall 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>Nov 30</td>
<td>Final presentations</td>
</tr>
<tr>
<td>Nov 23</td>
<td>Comp-XM Initial exam done individually</td>
</tr>
<tr>
<td>Nov 16</td>
<td>Capstone Round 8, Teammate Evaluation &amp; Peer Evaluation</td>
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<tr>
<td>Nov 9</td>
<td>Capstone Round 7</td>
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<tr>
<td>Oct 26</td>
<td>Capstone Round 6, Good to Great Chapter 9, Appendix 9</td>
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<tr>
<td>Oct 19</td>
<td>Capstone Round 4, Good to Great Chapter 5, 6, Teammate Evaluation &amp; Peer Evaluation</td>
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<tr>
<td>Oct 12</td>
<td>Capstone Round 3, Even though there is no class</td>
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<tr>
<td>Oct 5</td>
<td>Capstone Round 2, Good to Great Chapter 3, 4, Course/Professor Evaluation in class</td>
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<tr>
<td>Sept 28</td>
<td>Success measures &amp; Mission Statement</td>
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<tr>
<td>Sept 21</td>
<td>Capstone Round 1, Capstone Ethics into Good to Great Chapter 1 &amp; 2, Final Team Chapter</td>
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<tr>
<td>Sept 14</td>
<td>Team Evaluation &amp; Peer Evaluation, Capstone XM Basics</td>
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<tr>
<td>Sept 7</td>
<td>Team Evaluation &amp; Peer Evaluation, Capstone XM Basics</td>
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<tr>
<td>Aug 31</td>
<td>Register at Capstone.com, read Team Member Guide &amp; Teammate tool, go through Teammate U learn module as other Capstone prep materials - all of this done individually</td>
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<tr>
<td>Aug 24</td>
<td>Into to syllabus, personal data sheet, into to Capstone Simulation in class</td>
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All Capstone Rounds need to be completed/uploaded by 5:00 on their due date.

Dates are for completion of the listed assignment.