

INTERNATIONAL BUSINESS CHALLENGE: A SIMULATION CAPSTONE

Course code	<i>MNG 285</i>
Compulsory in the programmes	<i>Elective</i>
Level of studies	<i>Undergraduate</i>
Number of credits	<i>6 ECTS (48 in-class hours + 6 consultation hours, 108 individual work hours)</i>
Course coordinator	<i>Dr. Nasar um Minullah</i>
Prerequisites	Capstone course. General knowledge of all management disciplines
Language of instruction	English

THE AIM OF THE COURSE:

This course offers students a practical application of the business knowledge and skills they have gained throughout their bachelor's program. Assuming a general management role within a global car manufacturing simulation, students will be tasked with overhauling a value proposition in a competitive international landscape, testing value chain alterations, and maximizing capital returns, all while prioritizing stakeholder interests and minimizing environmental impacts.

Participants will gain exposure to the intricacies of regional and global business operations while serving in top-tier corporate leadership roles. By adopting a system thinking approach, they will cultivate a wide array of skills. Teams of approximately 5-6 students will represent a multinational corporation, overseeing both domestic and international business sectors. This process will enhance their ability to spot business prospects and risks, assess market strengths and vulnerabilities, and devise company and market entry strategies. This involves making decisions on topics like mergers, marketing strategies, international investments, competitor analysis, procurement, global sourcing, expansion and capacity planning, HR planning, and finance & accounting. These decisions encompass all essential functions of a global automotive firm.

As part of the course, students will engage in several rounds of simulation, managing four distinct business units within a large multinational car manufacturing company. Pertinent lectures will be woven into the different decision-making rounds. The course concludes with a shareholders' presentation where each group will present the strategies they have developed and the decisions they have made throughout the simulation.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives	Assessment methods	Teaching methods
<p>LO1-On successful completion of this module graduates are able to directly transfer their knowledge to practice:</p> <ul style="list-style-type: none"> - This module contains a business simulation about an automotive company serving different customer segments. By allocating the roles of the CEO and the other board members students learn about the composition of a Management Board in an international company. - Students apply the knowledge they adopted in the last two - three study years by, for example, making finance decisions, deciding about the firm's strategy, environmental impact of products or international marketing campaign for the products. 	<p>BLO1.2.</p> <p>BLO2.1.</p>	<p>Midterm test, student logbooks, performance in the simulation, presentation.</p>	<p>Lecture, simulation, case-based discussions.</p>

- By giving their company a name, develop a slogan and a logo as well as a strategy, students directly transfer their knowledge to practice.			
<p>LO2- On successful completion of this module graduates understand technology and its impact on both individuals and organizations:</p> <ul style="list-style-type: none"> - Through many cases on the technology impact on people and organizations, the students will acquire conceptual and empirical knowledge on important behavioral phenomena triggered through digitalization. - Within the business simulation, students will be making various technology related decisions e.g. using the technology in products that could reduce impact on the environment. 	BLO3.2.	Midterm test, student logbooks, performance in the simulation, presentation.	Lecture, simulation, case-based discussions.
<p>LO3- On successful completion of this module graduates are able to independently solve problems and direct their own learning processes:</p> <ul style="list-style-type: none"> - In the module, students will work on many scenarios through which they will learn to independently and academically solve problems posed faced by organizations. 	BLO1.2.	Midterm test, student logbooks, performance in the simulation, presentation.	Lecture, simulation, case-based discussions.
<p>LO4- On successful completion of this module graduates are able to recognise and discuss the ethical dilemmas inherent in many business decisions and take a stand:</p> <ul style="list-style-type: none"> - The business game contains a part about carbon emissions. Students will have to decide the amount of investments for reducing carbon emissions and may forgo some of the profits. 	BLO2.1. BLO4.1. BLO4.2.	Midterm test, student logbooks, performance in the simulation, presentation.	Lecture, simulation, case-based discussions.
<p>LO5- On successful completion of this module graduates can identify business opportunities:</p> <ul style="list-style-type: none"> - Identify dynamics and direction of international trade and foreign direct investment. - The students will be able to identify business opportunities after completion of the module. 	BLO1.2.	Midterm test, student logbooks, performance in the simulation, presentation.	Lecture, simulation, case-based discussions.
<p>LO6- Examine assessment techniques and entry modes into international markets:</p> <ul style="list-style-type: none"> - Students will be making various international business decisions within the simulation such as opening a new plant, buying an existing plant, import or export of cars. 	BLO3.2. BLO4.1. BLO4.2.	Midterm test, student logbooks, performance in the simulation, presentation.	Lecture, simulation, case-based discussions.

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

COURSE OUTLINE

Topic	In-class hours	Readings
Welcome & Introduction <ul style="list-style-type: none"> Clarify the features and processes of the simulation Review the course agenda and evaluation rules Formation of the teams and their roles in the board 	3	- MEGA Learning (2023) Sustainable Customer Value Challenge. - Simulation Side deck
Role of customer in the digital world <ul style="list-style-type: none"> Work in your team on Exercise 1: Who is my customer? (Student Logbook Annex 1) Trial Decision 1 	3	Student Logbook Annex 1
Work in your team on Decision 1 <ul style="list-style-type: none"> Decide your value proposition, review your value chain and budget for each line of business Go to headquarter (Corporate) for facility investment, HR & quality, loan & liquidity – make sure your cash available is positive Validate and send your decision 	4	Simulation cheat sheets 1 & 2
Result analysis <ul style="list-style-type: none"> Organizational Strategy Team brainstorming-Define & write down your company's strategy (Student Logbook Annex 2) 	4	- Student Logbook Annex 2 - Selected teaching case
Work in your team on Decision 2 <ul style="list-style-type: none"> Decide your value proposition, review your value chain and budget for each line of business Go to headquarter (Corporate) for facility investment, HR & quality, loan & liquidity – make sure your cash available is positive Validate and send your decision Result Analysis Simulation Scorecards and competition – new competitors' information 	4	Simulation cheat sheets 1 & 2
Work in your team on Decision 3 <ul style="list-style-type: none"> Decide your value proposition, review your value chain and budget for each line of business Go to headquarter (Corporate) for facility investment, HR & quality, loan & liquidity – make sure your cash available is positive Validate and send your decision 	3	Simulation cheat sheets 1 & 2
Mid-Term Examination	3	Interim Shareholder Presentation Guidelines
Work in your team on Decision 4 <ul style="list-style-type: none"> Review changes in interface after International Merger Decide your value proposition, review your value chain and budget for each line of business Go to headquarter (Corporate) for facility investment, HR & quality, loan & liquidity – make sure your cash available is positive Validate and send your decision 	4	Simulation cheat sheets 1 & 2
Results Analysis <ul style="list-style-type: none"> Competitive Analysis Exercise 3: Strengths & Weaknesses competitors (Student Logbook Annex 3) 	1	Student Logbook Annex 3
Work in your team on Decision 5 <ul style="list-style-type: none"> Decide your value proposition, review your value chain and budget for each line of business Go to headquarter (Corporate) for facility investment, HR & quality, loan & liquidity – make sure your cash available is positive Validate and send your decision 	3	Simulation cheat sheets 1 & 2
Results Analysis <ul style="list-style-type: none"> How do you deal with a crisis? 	1	

Work in your team on Decision 6 <ul style="list-style-type: none"> Decide your value proposition, review your value chain and budget for each line of business Go to headquarter (Corporate) for facility investment, HR & quality, loan & liquidity – make sure your cash available is positive Validate and send your decision Result Analysis 	3	Simulation sheets 1 & 2 cheat
Work in your team on Decision 7 <ul style="list-style-type: none"> Decide your value proposition, review your value chain and budget for each line of business Go to headquarter (Corporate) for facility investment, HR & quality, loan & liquidity – make sure your cash available is positive Validate and send your decision Result Analysis 	3	Simulation sheets 1 & 2 cheat
Work in your team on Decision 8 <ul style="list-style-type: none"> Decide your value proposition, review your value chain and budget for each line of business Go to headquarter (Corporate) for facility investment, HR & quality, loan & liquidity – make sure your cash available is positive Validate and send your decision 	3	Simulation sheets 1 & 2 cheat
Result analysis <ul style="list-style-type: none"> Simulation closed Closing lecture/Retrospective Shareholder Presentation guidelines 	1	Overview of entire simulation play
Final Exam -- Shareholder Meeting (All groups) <ul style="list-style-type: none"> Presentation (What happened? Why did you take which decisions?) Each Executive has to present its "responsibility" (3 minutes each) Questions by shareholders (students of other groups (!) and instructors) 	4	Final Shareholder Presentation Guidelines
Reflections and Key Takeaways	1	
	Total: 48 hours	
CONSULTATIONS	6	

FINAL GRADE COMPOSITION

Type of assignment	%
Final Shareholder Presentation (Individual Grade)	40
Interim Shareholder Presentation (Group Grade)	20
Company Performance (Group Grade)	10
Student Logbook (Group Grade)	20
Classroom Participation (Individual Grade)	10
Total:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

1- Classroom Participation

- Attendance during group work
- The instructor can interview participants about their role within the group
- Students can report any issues regarding group work to the instructor

2- Interim & Final Shareholder Presentation

- Overall team performance
- Group presentation, however role of each individual is assessed and graded accordingly
- A separate presentation guideline will be shared with students

3- Company Performance

- 10 points – Company ranked 1st
- 9 points – Company ranked 2nd
- 8 points – Company ranked 3rd
- 7 points – Company ranked 4th
- 6 points – Company ranked 5th

4- Student Logbook

- Customer Profile
- Company Strategy
- Competitive Analysis

RETAKE POLICY

If final (cumulative) mark of the course, including final exam score, is insufficient, students will be allowed to exercise their right of retake. The retake exam will cover Interim and Final presentations (60%), Acquired scores will be summed up and the final (cumulative) grade will be given. Lecturers reserve the right to choose the form of the exam.

ADDITIONAL REMARKS

- Student should make sure they read all the materials before joining the course. The required readings are important to understand the simulation.
- The course is based on playing a simulation in groups, therefore any absence will reflect badly on the performance of other team members. To avoid this, attendance and participation in the course lectures and seminars are mandatory.

Specific rules apply for in-class/online presentations.

- Presentations can neither be re-scheduled nor be retaken. Students failing to sign up for a presentation or failing to show up for the presentation, will be allowed to submit an individual written paper on a given topic at the end of the semester (within one week after last lecture). Paper requirements: 1500 words/ proper APA standards/ specific rules apply.

REQUIRED READINGS

Due to the dynamic nature of the course additional material can be assigned during the course. Slide handouts and readings will be available for download. The slides are the intellectual property of teaching instructor and students may not distribute or duplicate these notes without written consent. Following readings are mandatory for the course:

1. MEGA Learning (2023) Sustainable Customer Value Challenge. CVC Simulation
2. MEGA Learning (2023) Student cheat sheets for understanding simulation. CVC Simulation
3. MEGA Learning (2023) Glossary of terms. CVC Simulation
4. Kim, D. H., (1999) Introduction to Systems Thinking. Available: <https://thesystemsthinker.com/wp-content/uploads/2016/03/Introduction-to-Systems-Thinking-IMS013Epk.pdf>. Pegasus Communications, Inc

ADDITIONAL READINGS

1. Acaroglu L., (2017) Tools for Systems Thinkers: The 6 Fundamental Concepts of Systems Thinking. Available: <https://medium.com/disruptive-design/tools-for-systems-thinkers-the-6-fundamental-concepts-of-systems-thinking-379cdac3dc6a>.
2. Senge, Peter M. (2006). The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Doubleday.

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes:
International Business and Communication,
Business Management and Marketing, Finance,
Industrial Technology Management

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:
Economics and Data Analytics,
Economics and Politics

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper