G B 588 110 Seminar in Business Strategy

WEB ENHANCED v1

Fall 2013

S 08:00-12:30
9/7, 9/28, 10/12, 11/2, 12/7

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Steve Vitucci
Office: Founder’s Hall Rm 421G, Virtual Hours by Appointment
Face-2-Face By Appointment
Phone: 254-501-5827 (Founder’s Hall)
254-702-6501(Cell)
Email: Blackboard Preferred for course related issues.

vitucci@ct.tamus.edu for appointments or to get in touch if you have not heard from me within Black Board.
Office Hours: By Appointment. This will give you my undivided attention or e-mail through regular email.

Secretary: Mr. Shawn Kelley (254-519-5725) or Ms. Charlotte Wesley 254-519-5437

Mode of instruction and course access:

*This is a WEB Enhanced Course. The course includes ONLINE Components.*

The URL to TAMU-CT Blackboard is: [http://TAMU-CT.blackboard.com](http://TAMU-CT.blackboard.com)

*You will use your University ID (UID) and the 6-digit University PIN to logon to this system.*

Student-instructor interaction:

I plan to check Blackboard e-mail and assignments every day. In the event you have not received a reply to an e-mail in Blackboard within 24 hours then please contact me by regular TAMUCT email ([Vitucci@ct.tamus.edu](mailto:Vitucci@ct.tamus.edu)).

**UNILERT**

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at [http://TAMUCT.org/UNILERT](http://TAMUCT.org/UNILERT).
COURSE INFORMATION

1.0 Course Overview and description:
This course is the integrating capstone course for the MBA program. It is one of the preparatory courses for the MBA Comprehensive Exam. The Comprehensive Exam is the GLOBUS Simulation. We will examine the basic factors affecting the development and execution of business strategy, policy, and organizations as well as, examining the integration of the strategy and policy issues you have studied in the areas of marketing, finance, economics, distribution, and organization theory. The course will apply the analytical techniques of management and business through the use of case studies.

How management intends to grow the business, how they will build a loyal clientele and outperform their rivals is the essence of crafting a strategy. The strategic plan must be implemented and executed in a manner that is superior to competitors and allows the firm to sustain a strategic competitive advantage.

This course places heavy emphasis on case analysis. I make no apologies for this or the amount of work that will be required. As a graduate MBA student you will be learning skills to analyze, envision and craft a strategy, and then be able to implement a successful strategy.

2.0 Course Objective:

2.1 Student Learning Outcomes
The fundamental objective of this course is: Given a business situation, the learner should be able to:

Effectively analyze and evaluate the general environment, industry, and company situation; this will be done in the case analyses and in the GLOBUS Strategy Game.

Identify the major problems faced by a company; This will be done in the case study analyses, and in the exams within the course.

Identify and evaluate viable strategic alternatives which address the problems and, this will be done in the case analyses, the simulation game and in exams.
Craft a recommended strategy and implementation plan for the company which will lead to or sustain a competitive advantage, attain, sustain, or strengthen profitability, and strengthen shareholder value. This will be done in the case analyses and the business simulation.

2.2 Competency Goals Statements

The following reflect the Unit objectives of this course. Upon successful completion of this course, the learner should be able to:

Unit 1: Course Orientation

Demonstrate the use and application of various components, resources, and WebCT tools required to successfully navigate and complete this course.

Unit 2: Ch 1 Orientation to Business Strategy

LO1. Learn what we mean by a company’s strategy.

LO2. Grasp the concept of a sustainable competitive advantage.

LO3. Develop an awareness of the five most basic strategic approaches for winning a sustainable competitive advantage.

LO4. Understand that a company’s strategy tends to evolve over time because of changing circumstances and ongoing management efforts to improve the company’s strategy.

LO5. Learn why it is important for a company to have a viable business model that outlines the company’s customer value proposition and its profit formula.

LO6. Learn the three tests of a winning strategy.
Unit 3: Ch 2 Crafting A Company’s Direction: Vision and Mission, Objectives, and Strategy

LO1. Grasp why it is critical for company managers to have a clear strategic vision of where a company needs to head and why.

LO2. Understand the importance of setting both strategic and financial objectives.

LO3. Understand why the strategic initiatives taken at various organizational levels must be tightly coordinated to achieve companywide performance targets.

LO4. Become aware of what a company must do to achieve operating excellence and to execute its strategy proficiently.

LO5. Become aware of the role and responsibility of a company’s board of directors in overseeing the strategic management process.

Unit 4: Ch 3 Evaluating A Company’s External Environment

LO1. Become aware of factors in a company’s broad macro-environment that may have strategic significance.

LO2. Gain command of the basic concepts and analytical tools widely used to diagnose the competitive conditions in a company’s industry.

LO3. Become adept at mapping the market positions of key groups of industry rivals.

LO4. Learn how to use multiple frameworks to determine whether an industry’s outlook presents a company with sufficiently attractive opportunities for growth and profitability.

Unit 5: Ch 4 Evaluating a Company’s Resources and Competitive Position

LO1. Become aware of factors in a company’s broad macro-environment that may have strategic significance.

LO2. Gain command of the basic concepts and analytical tools widely used to diagnose the competitive conditions in a company’s industry.

LO3. Become adept at mapping the market positions of key groups of industry rivals.

LO4. Learn how to use multiple frameworks to determine whether an industry’s outlook presents a company with sufficiently attractive opportunities for growth and profitability.
Unit 6: Ch 5 The Five Generic Strategies

LO1. Understand what distinguishes each of the five generic strategies and why some of these strategies work better in certain kinds of industry and competitive conditions than in others.

LO2. Gain command of the major avenues for achieving a competitive advantage based on lower costs.

LO3. Learn the major avenues to a competitive advantage based on differentiating a company's product or service offering from the offerings of rivals.

LO4. Recognize the attributes of a best-cost provider strategy—a hybrid of low-cost provider and differentiation strategies.

Unit 7: Ch 6 Strengthening A Company’s Competitive Position

LO1. Learn whether and when to pursue offensive or defensive strategic moves to improve a company's market position.

LO2. Recognize when being a first mover or a fast follower or a late mover is most advantageous.

LO3. Become aware of the strategic benefits and risks of expanding a company's horizontal scope through mergers and acquisitions.

LO4. Learn the advantages and disadvantages of extending the company's scope of operations via vertical integration.

LO5. Become aware of the conditions that favor farming out certain value chain activities to outside parties.

LO6. Understand when and how strategic alliances can substitute for horizontal mergers and acquisitions or vertical integration and how they can facilitate outsourcing.

Unit 8: Ch 7 Strategies for Competing in Foreign Markets

LO1. Develop an understanding of the primary reasons companies choose to compete in international markets.

LO2. Learn how and why differing market conditions across countries influence a company's strategy choices in international markets.
LO3. Learn about the five major strategic options for entering foreign markets.

LO4. Gain familiarity with the three main strategic approaches for competing internationally.

LO5. Understand how multinational companies are able to use international operations to improve overall competitiveness.

LO6. Gain an understanding of the unique characteristics of competing in developing country markets.

Unit 9: Ch 8 Corporate Strategies

LO1. Understand when and how business diversification can enhance shareholder value.

LO2. Gain an understanding of how related diversification strategies can produce cross-business strategic fit capable of delivering competitive advantage.

LO3. Become aware of the merits and risks of corporate strategies keyed to unrelated diversification.

LO4. Gain command of the analytical tools for evaluating a company's diversification strategy.

LO5. Understand a diversified company's four main corporate strategy options for solidifying its diversification strategy and improving company performance.

Unit 10: Ch 9 Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy

LO1. Understand how the standards of ethical behavior in business are no different from the ethical standards and norms of the larger society and culture in which a company operates.

LO2. Recognize conditions that can give rise to unethical business strategies and behavior.

LO3. Gain an understanding of the costs of business ethics failures.

LO4. Learn the concepts of corporate social responsibility and environmental sustainability and how companies balance these duties with economic responsibilities to shareholders.
Unit 11:  Ch 10 Building An Organization Capable of Good Strategy Execution

**LO1.** Gain command of what managers must do to execute strategy successfully.

**LO2.** Learn why hiring, training, and retaining the right people constitute a key component of the strategy execution process.

**LO3.** Understand that good strategy execution requires continuously building and upgrading the organization's resources and capabilities.

**LO4.** Recognize what issues to consider in establishing a strategy-supportive organizational structure and organizing the work effort.

**LO5.** Become aware of the pros and cons of centralized and decentralized decision making in implementing the chosen strategy.

Unit 12:  Ch 11 Managing Internal Operations

**LO1.** Learn why resource allocation should always be based on strategic priorities.

**LO2.** Understand how well-designed policies and procedures can facilitate good strategy execution.

**LO3.** Learn how best practices and process management tools drive continuous improvement in the performance of value chain activities and promote superior strategy execution.

**LO4.** Recognize the role of information and operating systems in enabling company personnel to carry out their strategic roles proficiently.

**LO5.** Comprehend how and why the use of well-designed incentives and rewards can be management's single most powerful tool for promoting adept strategy execution.

Unit 13:  Ch 12 Corporate Culture and Leadership

**LO1.** Be able to identify the key features of a company's corporate culture and appreciate the role of a company's core values and ethical standards in building corporate culture.

**LO2.** Gain an understanding of how and why a company's culture can aid the drive for proficient strategy execution.

**LO3.** Learn the kinds of actions management can take to change a problem corporate culture.
LO4. Understand what constitutes effective managerial leadership in achieving superior strategy execution.

3.0 Required Reading and Textbook(s):


ISBN: 9780077802004

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including online retailers.

Text books may be purchased online at:

A student passed on these other sites which she claimed had excellent prices but required 2-3 weeks lead-time.

There are many others on the net including Amazon, Barnes & Noble, etc:

http://bookhq.com/

http://bookshop.blackwell.co.uk/bobuk/scripts/welcome.jsp

www.pickabook.co.uk

COURSE REQUIREMENTS

4.0 Course Requirements:

a. Course Contribution: I ask for your attentiveness to study and learning assignments, on time completion of assignments, and regular participation in and effective contribution to online discussions and activities. Those who demonstrate consistently high quality, professional performance, and who regularly contribute to course activities will earn higher grades. The quality of your course contribution and participation will be an important factor in
determining the grade you earn for course contribution.

I expect you to meet the course requirements schedule. I know however, that on occasion, circumstances beyond your control may result in your missing a course commitment. Please contact me by phone or email in advance. I have voice mail on both my office and home phone. I expect each of you to take personal responsibility for meeting course commitments.

b. General Responsibilities for Study Opportunities: In this course, you will take significant responsibilities for learning as well as for helping others learn. Teaching others is one of the best ways to learn.

I expect you to prepare for each class by reviewing the material I have provide for each unit under OVERVIEW and WRAP UP, and by studying the text chapters assigned under STUDY ASSIGNMENTS and completing assignments shown under LEARNING ACTIVITIES.

I will trust that you are responsible graduate students, that you will study the material in the text, and will complete the assignments on time. You are responsible for learning the course material on your own. You should expect to demonstrate your understanding of terminology and course concepts by asking and answering questions during discussion or chat opportunities. If you don’t understand something, I expect you to either ask about it.

Please take these learning opportunities seriously. The course web site will contain all assignments and changes to assignments, web links to research information, individual student grades (secure for each student), on-line chat capabilities, and other information useful to this course. You should plan to check it at least three times per week to be sure you are current with requirements for this course. I may make additional material for this course available as the course progresses, at a reasonable time in advance of the time you need it for assignments.

d. Specific Guidelines for Written Learning Opportunities:

(1) **Quality Work:** When you submit written work, please prepare it in typewritten form using a format/style consistent with professional business practice. We will use the Style Guide of the American Psychological Association as the standard. Your use of the APA style assures that you demonstrate consistency, professional appearance, organization, and effective authentication and documentation.
The quality of your work is a reflection of you. Present your best side. Quality work is free of spelling and grammar errors, and has a professional appearance. I will consider the professional appearance of your work in determining the grade you earn for an assignment.

(2) **Identifying Submissions:**

Please include as the first page of each assignment, a title page that indicates appropriate identifying information. You will find an example of a title page in the APA Guide Summary available at this course site under RESOURCES. Include, for example, the title or descriptive name of the assignment, question #/page number and/or assignment number whatever is appropriate; your name; date due; and the course name, number, and section.

For cases, include the inclusive page numbers of the case as well as its name and case number.

If the requirements for an assignment indicate a minimum or maximum number of pages, the title page, table of contents if any, and list of references are not counted in the number of pages submitted.

(3) **Submission Style Requirements:**

I will grade only work that:

(a) is typed using double spacing, left justified (not full justified);
(b) applies a type size of 12 points;
(c) uses Arial Type Face or Times New Roman
(d) displays a one inch margin on all sides;
(e) provides an identifying title page; and,
(f) provides a page number on each page.
(g) *done in black ink.*

I reserve the option to return work without a grade that does not meet these requirements.

If I return an assignment because your submission does not meet these requirements, you may resubmit the corrected work. Starting with the second incident, I will reduce the grade by 10% if these guidelines are not followed.
(1) **Late Submissions:** You may submit a late case only if I give my advance approval, which I will grant only in unusual and extenuating circumstances. Your grade for any assignment submitted after the due date and time will be reduced by 15% for each week or part of a week that it is late. This applies as well to work returned for not meeting the submission requirements of the assignment. Assignments not submitted earn a grade of zero and may not be resubmitted later as a resubmitted case.

(2) **How To submit:** You will submit most assignments as an upload/submit to the course site, at ASSIGNMENTS. Note that it is a two-step process: upload and then submit. In some cases, I may ask you to submit an assignment as an email attachment or a discussion posting attachment. Please submit assignments only in Word format. Any documents I send to you will be in Word format.

(3) **When You Will Receive Feedback:** Generally, you may expect me to return partial cases within one week after the due date; full cases will generally be returned within two weeks after the due date.

e. **Authentication, Plagiarism, and Citing:** Review the TAMUCT ethical requirements at the site noted under Support Resources above. You have an ethical and legal responsibility to authenticate all information you submit for grading. This means that you must cite authoritative sources to authenticate facts, statements and opinions that were derived from one or more others, whether quotes, paraphrases, or summaries.

You must clearly differentiate between facts and opinion. **You must properly cite these sources in the body of your submissions, and must provide an appropriate list titled References Cited as the last page of your submissions. **Failure to comply with these instructions will result in failure of the course.**

See the APA Guide Summary. **Note:** You need not cite your text when preparing Case Analyses.

However, if you do in corporate information from outside sources, you must cite as indicated in this section.

f. E-mail Guidelines:

(1) **Use BLACKBOARD:** You must use our course website to initiate any course related emails to me. I will do the same. That way, all of your emails to me related to
this course will always be available to me and to you at our course website, no matter when we are. I will be using the course site to reply to your emails as well. We are using only our course site for email communication in this course. I will not act on any email sent to me (related to this course) outside of BLACKBOARD.

(2) **Automatic Forward**: You must indicate at our course site that Blackboard emails to you should be automatically forwarded to another external email address that you provide. At the Blackboard email entry page, click on *Settings* to set this option. Be clear that, even if forwarded, the email will also be available at the course site for your later reference.

(3) **Acknowledging and Replying**: I will acknowledge within 24 hours all messages from you that require action on my part even if I can’t give you a full reply at the time I receive it. I expect you to do the same. Generally, I try to review and respond to my email each morning and afternoon, T-F. If you need my email response at any times other than these, please call me to alert me or contact me though my University e-mail address. I will send a return email acknowledgment for all email you send me that requires my action. I will not be replying to email on Sunday and Monday.

**g. Case Analyses**: Much of your learning in this class will result from your analysis and discussion of assigned case situations. You will be asked to prepare some cases in writing according to the guidelines I will provide. These will be the focus of discussion forum discussions for which I expect you to prepare fully.

The author’s text site has a series of self-tests and study questions that should help you prepare the chapter material. These are available at an additional charge. You may or may not want to take advantage of this feature.

**Your case analyses must be uploaded and submitted for a grade to ASSIGNMENTS at the course BLACKBOARD by the date/time shown in the course CALENDAR.**
Note that the authors provide web site addresses for some of the cases and a home page with links to the company web sites. While you may find it helpful to use your library and web resources to gather current information about the companies under study, your case analysis should always be written based on the time period at which the written case ends. If you find more current information, provide it as an “epilogue” to your case analysis.

The first case analysis will be progressive. That means that you will evaluate only one aspect of the case as it relates to the material covered in the current unit’s chapters. After that, your case analyses will focus on new cases.

The course CALENDAR shows the dates by which the resubmissions must be submitted to ASSIGNMENTS at BLACKBOARD.

i. Quizzes: The author’s course site includes one or more Self-tests for each chapter. I urge you to complete the multiple-choice and True/False self-test each week so that you can personally assess how well you know the text material. Self-tests are scored but the grades will not be recorded and will not count toward course grade.

Our BLACKBOARD course site contains Graded Quizzes. You must complete these for a grade on the dates prescribed. The Quizzes contain objective questions based entirely on the text material. You may take them once during the period each Graded Quiz is open.

Honor Code: All work on Quizzes must be your own and only your own. You may not collaborate in any way, or discuss the quizzes with anyone. By submitting your quiz, you are certifying that all work on it is entirely your own and that you have not discussed it or collaborated in any way with anyone concerning the quiz. Failure to adhere to this policy will result in failure of this course.

5.0 Grading Criteria Rubric and Conversion

Your final numerical grade will be computed to one decimal, and then rounded.
I reserve the right to modify the requirements for this course as necessary to achieve the course objectives.

Grade Computations:

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<th>Assignment</th>
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Grade Equivalents

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<tr>
<td>C</td>
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</tr>
<tr>
<td>F</td>
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6.0 Posting of Grades:

All student grades should be posted on the Blackboard Grade book and students should monitor their grading status through this tool. Papers will be graded the week they are turned in and grades should be available to students 7-10 days after turn-in.

7.0 TECHNOLOGY REQUIREMENTS AND SUPPORT

7.1 Technology Requirements

COMPUTER RESOURCES:

A PC configured to support Blackboard (see technical specifications in the Blackboard tutorial identified under support resources).

A personal INTERNET account with web browser capabilities.
For eLearning Support

Email: elearning@ct.tamus.edu
Phone: (254) 519-8024.

Staff

Dr. Yakut Gazi
Director of Instructional Design
Room: Founder’s Hall 418
Phone: (254) 519-5435
Email: yakut@ct.tamus.edu

Allison Walker
Instructional Designer
Room: FH Room 418
Phone: (254)-501-5866
Email: allison.walker@ct.tamus.edu

On Occasion we have lost control over things that are scheduled are done within blackboard. If this should happen during the semester contact me immediately. No one likes for this to happen but on rare instances it does. Please know that the distant education technology team and I will work the issue as quickly as possible and that we will resolve the issue as soon as possible.

8.0. COURSE OUTLINE AND Complete Course Outline
Submission assignments are to be uploaded and submitted to the Blackboard course site (ASSIGNMENTS) by 11:59 pm, as indicated in Blackboard and the Syllabus below. The submission is listed, unless indicated otherwise at the course site. See the course site (ASSIGNMENTS) for the exact date/time.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>REMARKS</th>
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</thead>
</table>
| Week 1| 8/25-8/31/13 | Read Chapter 1  
Review PPTS Ch 1  
Review Handouts 1-1 - 1-3  
Review Handouts 2-1 -2-11  
Review Handouts 3-1 – 3-9  
8/30/13 Task #1 due  
8/31/13 Task #2 due |
| Week 2| 9/1-9/7/13   | Read Chapter 2  
Review PPTS Ch 2  
9/4/13 Task #3  
9/5/13 Task #4  
Read Mystic Monk Case  
Mystic Monk Assignment Due 9/6/13  
9/7/13 1st Mtg |
| Week 3| 9/8-9/14/13  | Rd Ch 3  
PPT 3  
9/8/13 GLOBUS Pract. #1  
9/11/13 JE #1  
9/14/13 -9/15/13GLOBUS Quiz #1 |
| Week 4| 9/15-9/21/13 | Rd Ch 4  
PPTS 4  
9/15/13 GLOBUS Pract. #2  
9/20/13-9/22/13 Quiz 1 Ch 1-4 |
| Week 5| 9/22-9/28/13 | Rd Ch 5  
PPTS 5  
9/25/13 JE #2  
9/27/13 PPT Slides 1st Presentation  
9/28/13 2nd Class Mtg  
9/28/13Presentation #1 |
| Week 6| 9/29-10/5/13 | Rd Ch 6  
PPTS 6  
9/29/13 GLOBUS DEC #1 |
| Week 7| 10/6-10/12/13| Rd Ch 7  
PPT Ch7  
10/6/13 GLOBUS DEC #2 |
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<th>Week</th>
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<th>Assignments</th>
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</table>
| 8      | 10/13-10/19/13   | Rd Ch 8  
PPT Ch 8  
10/13/13 GLOBUS DEC #3  
10/18/13-10/20/13 Quiz #2 Ch 5-8 |
| 9      | 10/20-10/26/13   | Rd Ch 9  
PPT Ch 9  
10/20/13 GLOBUS DEC #4  
10/23/13 JE #4  
10/25/13-10/27/13 1st peer Evaluations |
| 10     | 10/27-11/2/13    | Rd Ch 10  
PPT Ch10  
10/27/13 GLOBUS DEC #5  
11/1/13 PPT Slides 2nd Presentation  
11/2/13 4th Class Mtg  
11/2/13 2nd Presentation |
| 11     | 11/3-11/9/13     | Rd Ch 11  
PPT Ch 11  
11/3/13 GLOBUS DEC #6  
11/6/13 Walt Disney Assignment |
| 12     | 11/10-11/16/13   | Rd Ch 12  
PPT Ch 12  
11/10/13 GLOBUS DEC #7  
11/15-11/17/13 Quiz #3 Ch 9-12 |
| 13     | 11/17-11/23/13   | 11/17/13 GLOBUS DEC #8  
11/20/13 JE #5 |
| 14     | 11/24-11/30/13   | 11/24/13- 11/26/13 GLOBUS Quiz #2  
11/29/13 Leap Frog Winery Case |
| 15     | 12/1-12/7/13     | 12/6/13 Final Case PPT |
COURSE AND UNIVERSITY PROCEDURES AND POLICIES

9.0 Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students. This is always the responsibility of the student. The record’s office will give a deadline for which the form must be returned, completely signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. If you find that you are still enrolled, follow-up with the records office immediately. Failure to do so can result in a course failure. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

10.0 Academic Integrity

Texas A&M University--Central Texas expects its students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty.

Scholastic Honesty

I expect all exams to be done individually. Each student on their own will do all exams. Any student violating this precept will earn an F. Group case studies are a group project. Each student member of the team is expected to do his or her fair share of the work. Collaboration on the case study for the class presentation is expected and encouraged. Failure to comply with scholastic honesty requirements will result in the failure of this course. I hold you to my standard—you may not lie, steal or cheat!
11.0 Disability Support Services

Accommodations are granted on a case-by-case basis and exist to help ensure equal access to a student with a documented disability. Students are responsible for knowing and demonstrating mastery of the content in your courses, but their disability may require the content be presented in a different format. Some common accommodations provided are:

- Extended time on a test or assignment UNLESS SPEED IS A FACTOR BEING GRADED.
- A separate, non-distractive testing area.
- The use of a tape recorder in the classroom.
- The use of a note-taker or scribe.
- The presentation of materials in alternate formats (e-texts, braille, enlarged copies, etc.)
- Preferential seating.

The A&M Disability Training Network has a very informative presentation about Academic Accommodations available for your viewing.

You may be able to suggest alternatives that will meet the student’s need, particularly if your course has unique components or requirements. Should you feel that the suggested accommodations represent a fundamental altering of the essential nature of your course, please contact your department head. Contact Gail Johnson if you need additional information or if you feel that a joint meeting of the student, you, and the Academic Support Coordinator may be necessary.

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please contact Gail Johnson at (254) 519-5831 or visit Founder’s Hall 114. Additional information can be found at www.ct.tamus.edu/AcademicSupport.

Texas A&M University – Central Texas complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. TAMUCT promotes the use of the Principles of Universal Design to ensure that course design and activities are accessible to the
greatest extent possible. Students who require reasonable accommodations based on the impact of a disability should contact Gail Johnson, Disability Support Coordinator at (254) 501-5831 in Student Affairs, Office 114E. The Disability Support Coordinator is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, helping students request and use accommodations, and coordinating accommodations.

**Gail Johnson**

Disability Support Coordinator - Office 114E  
Texas A&M University - Central Texas  
Student Affairs  
1001 Leadership Place  
Killeen, Tx. 76549  
Office: (254)501-5831  
Fax: (254)519-5797  
Email: g.johnson@ct.tamus.edu  

**12.0 Tutoring**

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Founder's Hall, Room 204, and also in the Library in the North Building. Visit [www.ct.tamus.edu/AcademicSupport](http://www.ct.tamus.edu/AcademicSupport) and click "Tutoring Support" for tutor schedules and contact info. If you have questions or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5830 or by emailing gnichols@ct.tamus.edu.

Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. Chat live with a tutor 24/7 for any subject on your computer. To access Tutor.com, click on [www.tutor.com/tamuct](http://www.tutor.com/tamuct).
13.0 Library Services

_Information literacy_ focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at [http://www.tarleton.edu/centraltexas/departments/library/](http://www.tarleton.edu/centraltexas/departments/library/)

14.0 Any instructor policies related to absence, grading, etc.

This class meets four times during the semester on Saturday morning from 8:00 AM Sharp until 12:00. This is the cohort format. I expect you to be in class unless you are a bona fide distance learner. You will be working in teams. I expect each team member to do his or her share of the work. There is a student evaluation that will be factored into your grade. Distance Learner will be required to do their share of preparation and will also share in the GLOBUS strategy game.

15.0 The Operation of the Online Course and Being an Online Student

This course is presented in a Cohort fashion. The course is designed to have lecture and online components. You will be working in teams. You work in teams in the business world. Team cooperation and teamwork are the hallmarks of successful teams and success in this course. You will be working in teams for both the GLOBUS simulation and your case presentations. The more you communicate and work with one another the greater your chances to be successful and to do well in the course. This course will force you to use everything you have learned in your MBA training. I make no apology for this. It will prepare you to execute a successful strategy for any corporation, partnership, or proprietary business or a not for profit organization.

The course will use the calendar within the syllabus and within blackboard. You will have deadlines, decisions, evaluations and presentations to make. I expect you to be on time and to prepare your best effort. I will get feedback to you as quickly as I can. If you are not clear on anything-ask. If you have a question it is likely someone else has it as well. There are opportunities to use the discussion formats to ask a classmate or to ask me or our GA. Our GA for the course is Elizabeth Brown. She will be communicating
with you directly. He has a considerable amount of experience running the simulation. He will not give you your strategy but he can assist you so your team can develop a winning strategy. We have had several students in the past two semesters finish in the top 50 in the nation in GLOBUS. I know the simulation works and I know that it is an incredible way to learn strategy. The online portion of the course has a great many tools and materials designed to assist you. Use them. I look forward to this opportunity to work with you and to assist you in learning this material.

16.0 Instructor’s Personal Statement

This course will not make you a CEO in one semester. It is an excellent course. It is the capstone. It will prepare you to learn how to craft and execute a strategy for a profit, a not-for-profit and for a Government organization. My role is to assist you. I am not a policeman but a coach. The responsibility to learn is yours. I provide the mechanism and keep you focused. My job is to mentor, coach, and assist you to complete your MBA experience. I relish the task and look forward to working with you.
Appendix 1

VALUE-ADDING STUDENT SUPPORT MATERIALS FOR THE 18TH EDITION OF CRAFTING & EXECUTING STRATEGY

The text and text website include several kinds of support materials to help students grasp the material.

**Key Points Summaries** At the end of each chapter is a synopsis of the core concepts, analytical tools and other key points discussed in the chapter. These chapter-end synopses help students focus on basic strategy principles, digest the messages of each chapter, and prepare for tests.

**Online Learning Center (OLC)** The following helpful aids are available to students via the publisher’s OLC at [www.mhhe.com/thompson](http://www.mhhe.com/thompson):

- **Self-Graded Chapter Quizzes** The OLC contains 10-question quizzes for each chapter to allow students to measure their grasp of the material presented in each of the 12 chapters.

- **Guide to Case Analysis** This brief guide—designed especially for students unfamiliar with the case method of teaching/learning—explains what a case is, why cases are a standard part of courses in strategy, how to prepare for a class discussion of a case, how to prepare a written case analysis, what is expected in an oral presentation, and the financial ratio calculations that are used to assess a company’s financial condition. We suggest having students read this Guide prior to the first class discussion of a case.

- **Study Questions for Assigned Cases** A set of PDF files containing study questions for each of the 28 cases in this edition are posted; the ready accessibility of these files to class members eliminates the need for you to provide study questions for assigned cases. The study questions provided to students match those appearing in the teaching notes for these cases.

- **PowerPoint Slides** There is a selection of PowerPoint slides for each of the 12 chapters.

**Connect™ Management Web-based Assignment and Assessment Platform** Connect chapter quizzes, learning assurance exercises, and case exercises can be used as a graded component of the course, an assessment mechanism, or as an effective way to prepare students for chapter exams, in-class discussions of cases, written case assignments or oral case presentations. Whether Connect assignments are calculated into students’ grades for the course or not, our robust collection of chapter quizzes, chapter learning assurance exercises, and case preparation exercises will give students valid and timely feedback about their mastery of the concepts and analytical tools presented in the text. All students who purchase a new copy of the text are automatically provided access to Connect at no additional charge (those who have a used copy can obtain access by paying a modest fee—$20 at the time of this writing).
Appendix 2

A BIRDS-EYE VIEW OF GLO-BUS

The industry setting for GLO-BUS is the digital camera industry. Global market demand grows at the rate of 8-10% annually for the first five years and 4-6% annually for the second five years. Retail sales of digital cameras are seasonal, with about 20 percent of consumer demand coming in each of the first three quarters of each calendar year and 40 percent coming during the big fourth-quarter retailing season.

Company Operations

Companies produce entry-level and multi-featured cameras in a Taiwan assembly facility and ship finished goods directly to camera retailers in North America, Asia-Pacific, Europe-Africa, and Latin America. All cameras are assembled as retail orders come in and shipped immediately upon completion of the assembly process—companies maintain no finished goods inventories and all parts and components are delivered on a just-in-time basis (which eliminates the need to track inventories and simplifies the accounting for plant operations and costs).

Company co-managers determine the quality and performance features designed into the entry-level and multi-featured cameras that are produced. They impact production costs by raising/lowering camera quality and performance, adjusting work force compensation, spending more/less on worker training, lengthening/shortening warranties offered (which affects warranty costs), and how efficiently they manage the camera assembly process. They have the option to assemble all cameras in-house or to outsource a portion of the needed production to outside contractors.

Because retailers place orders for cameras roughly 90 days in advance of expected sales, camera makers assemble and ship enough cameras in Quarter 1 to match expected retail sales in Quarter 2; they assemble and ship enough cameras in Quarter 2 to match expected retail sales in Quarter 3; and so on through Quarter 4—a condition that forces company managers to schedule camera assembly in a seasonal pattern that matches the seasonal demand of retailers and digital camera buyers.

The Decisions That Company Managers Have to Make

Each decision round, company co-managers make an assortment of entries covering five operating areas:

- R&D, camera components, and camera performance (up to 10 decisions)
- Production operations and worker compensation (up to 15 decisions for a single assembly plant)
- Pricing and marketing (up to 15 decisions in each geographic region)
- Corporate social responsibility and citizenship (as many as 6 decisions)
- Financing of company operations (as many as 4 decisions).

On-Screen Support Calculations
Each time co-managers make a decision entry, an assortment of on-screen calculations instantly shows the projected effects on unit sales, revenues, market shares, total profit, earnings per share, ROE, costs, and other operating outcomes. Where appropriate, there are separate supporting calculations for the entry-level and multi-featured camera lines. All of these on-screen calculations help co-managers evaluate the relative merits of one decision entry versus another. Company managers can try out as many different decision combinations as they wish in stitching the separate decisions into a cohesive whole that is projected to produce good company performance.

Just as with *GLOBUS Game*, there are video tutorials and comprehensive Help sections.

**The Quest for a Winning Strategy**

All companies begin the *GLO-BUS* exercise on the same footing from a global perspective— with equal sales volume, global market share, revenues, profits, costs, product quality and performance, brand recognition, and so on. **But there is a fundamental difference in the competitive positions of rival companies that adds a realistic competitive dynamic**—the percentages of cameras sold in the four geographic regions vary from company to company. **Each company starts out with 40% of annual sales in one region, 30% of sales in a second region, 20% in a third region, and 10% in the fourth region.** Starting the contest for global market leadership at a point where rival companies have different market shares in different geographic regions introduces an element of competitive reality.

Competition in each of the two product market segments (entry-level and multi-featured digital cameras) is based on 11 factors:

- How each company’s wholesale selling price for its entry-level and multi-featured cameras compare against the corresponding industry-wide average prices being charged in each geographic region.
- How each company’s camera performance and quality compares against industry-wide camera performance/quality.
- How each company’s number of quarterly sales promotions compares against the industry-wide average number of quarterly sales promotions.
- How the length (in weeks) of each company’s quarterly sales promotions compare against the average length of quarterly sales promotions industry-wide.
- How the size of each company’s quarterly promotional discounts compare against the average size of the promotional discount industry-wide.
- How each company’s advertising expenditures compare against industry-wide average advertising expenditures.
- How the number of camera models in each company’s camera line compares against the industry-wide average number of models.
- How the size of the camera retailer network carrying a company’s camera brand compares against the average retailer network industry-wide.
How the amount/caliber of technical support a company provides to camera buyers compares against the amount/caliber of technical support provided industry-wide.

- How the length of each company’s camera warranties compare against the warranty periods of rival companies.

- How well a company’s reputation among camera retailers and camera buyers compares against the reputations of rival camera companies.

Each company typically seeks to enhance its performance and build competitive advantage via its own custom-tailored competitive strategy based on more attractive pricing, greater advertising, a wider selection of camera models, more appealing camera performance/quality, longer warranties and/or more aggressive sales promotion campaigns. As with BSG, all the various generic competitive strategy options—low-cost leadership, differentiation, best-cost provider, focused low-cost, and focused differentiation—are viable choices for pursuing competitive advantage and good company performance. A company can have a strategy aimed at being the clear market leader in either entry-level cameras or multi-featured cameras or both. It can focus on one or two geographic regions or strive to build strong market positions in all four geographic regions. It can pursue essentially the same strategy worldwide or craft customized strategies for the Europe-Africa, Asia-Pacific, Latin America, and North America markets. Just as with The Business Strategy Game, most any well-conceived, well-executed competitive approach is capable of succeeding, provided it is not overpowered by the strategies of competitors or defeated by the presence of too many copycat strategies that dilute its effectiveness.

**How the Outcomes Are Determined**

When the instructor-specified deadline for a decision round arrives, the GLO-BUS algorithms allocate sales and market shares in the entry-level and multi-featured segments to the competing companies, region by region. The factors governing how many entry-level and multi-featured cameras a company sells in each geographic region are:

- How its price compares against the prices of rival brands,
- How its camera performance and quality compares against rival footwear brands,
- How its advertising effort compares, and so on for all the competitive factors that determine units sold.

For instance, a company’s entry-level camera price in a region is determined to be more competitive the further it is below the average price in that region charged by all companies and less competitive the further it is above the regional average. A company’s entry-level camera performance and quality is determined to be more competitive the further its performance/quality rating is above the average performance/quality rating of all companies competing in the region and less competitive the further its rating is below the regional average. The overall competitiveness of a company’s product offering in a region is a function of its combined competitive standing across all competitive factors. For example, a company can offset the adverse impact of an above average price with above-average camera performance and quality, more advertising, and/or longer warranties.
The greater the differences in the overall competitiveness of the camera offerings of rival companies, the bigger the differences in their resulting sales volumes and market shares. Conversely, the smaller the overall competitive differences in the camera offerings of rival companies, the smaller the differences in sales volumes and market shares. This algorithmic approach is what makes GLO-BUS a “competition-based” strategy simulation and accounts for why the sales and market share outcomes for each decision round are always unique to the particular strategies and decision combinations employed by the competing companies.

Once sales and market shares are awarded, the company and industry reports are then generated and all the results become available 15-20 minutes after the decision deadline passes.

Company performance is judged on five criteria: earnings per share, return on equity investment (ROE), stock price, credit rating and brand image.


HOW COMPANY PERFORMANCES ARE SCORED—A BALANCED SCORECARD APPROACH

Each company’s performance is tracked annually against 5 performance measures which; taken together, constitute a “balanced scorecard” set of performance measures (the balanced scorecard concept is discussed in Chapter 2 of this text). Given the nature of growing market demand, board members and shareholders/investors expect the company’s new management team to meet or beat the following performance standards:

- Grow earnings per share at least X% annually. (The target rate of growth in EPS is different for BSG versus GLO-BUS.)
- Maintain a return on equity investment (ROE) of 15% or more annually. All companies start the simulation with an ROE above 15%.
- Maintain a B+ or higher credit rating. All companies start the simulation with a B+ credit rating.
- Achieve an “image rating” of 70 or higher. All companies start the simulation with an image rating of 70. A company’s image rating is a function of (1) the quality of its product offerings, (2) its market shares in each of the 4 geographic regions of the world market, and (3) the degree to which it conducts its operations in a socially responsible manner and strives to be a good corporate citizen.
- Achieve stock price gains averaging about X% annually. The expected stock price gains are definitely within reach if the company meets or beats the annual EPS targets and pays a rising dividend to shareholders. Each company’s stock price is a function of EPS growth, ROE, credit rating, dividend per share growth, and management’s ability to consistently deliver good results (as measured by the percentage of these 5 performance targets that each company achieves over the course of the simulation exercise).
The default weight placed on each of the five performance targets is 20%. The five 20% weights translate into 20 points out of 100 for each of the 5 performance measures, with the sum of the points adding to a total of 100 points. There is an option on your Administrative Menu for each “industry” that allows you to alter these weights however you see fit. The scoring weights are reported to students on their scoreboard of company performance; hence, they always know what the weights are.

Using the assigned weights (or corresponding number of points out of 100), each company’s performance on the 5 measures is tracked annually and company performance scores are calculated from two different angles: the “investor expectations” standard and the “best-in-industry” standard.

1. The Investor Expectations Standard. The investor expectations standard involves calculating an annual “Investor Expectation Score” based on each company’s success in meeting or beating the five expected performance targets each year. There is also a Game-to-Date or “all-years” Investor Expectation Score that shows each company’s success in achieving or exceeding the expected performance targets overall years of the exercise completed so far. Meeting each expected performance target is worth some number of points based on the scoring weight selected by the instructor (the default scoring weights are 20% or 20 points for each of the five performance measures). For example, if the scoring weight for EPS is 20% or 20 points, meeting the EPS target earns a score of 20 on the EPS performance measure. Beating a target results in a bonus award of 0.5% for each 1% the annual target is exceeded (up to a maximum bonus of 20%). Thus, if achieving the EPS target is worth 20 points, a company can earn a score of 24 points by beating the annual EPS target by 40% or more. Failure to achieve a target results in a score equal to a percentage of that target’s point total (based on its weight out of 100 points). For instance, if your company earns $1.33 per share of common stock at a time when the EPS target is $2.67 and achieving the $2.67 EPS target is worth 20 points, then your company’s score on the EPS target would be 10 points (50% of the 20 points awarded for meeting the EPS target). Exactly meeting each of the 5 performance targets results in an Investor Expectation Score of 100. With potential point bonuses of up to 20% for exceeding each performance target, it is possible to earn an Investor Expectation Score of 120.
2. The Best-in-Industry Standard. The best-in-industry scoring standard is based on how each company’s performance compares to the industry’s best performer on earnings per share, return on equity (ROE), stock price, and image rating and to the ultimate credit rating of A+. After each decision round, each company’s performance on EPS, ROE, Stock Price, and Image Rating is arrayed from highest to lowest. The best-in-industry performer on each of these 4 measures earns a perfect score (the full number of points for that measure as determined by the instructor-chosen weights)—provided the industry leader’s performance on that measure equals or exceeds the performance target established by company Boards of Directors. Each remaining company earns a fraction of the points earned by the best-in-industry performer that is equal to its performance (on EPS, ROE, stock price, and image rating) divided by the performance of the industry-leading company (on EPS, ROE, stock price, and image rating). For instance, if ROE is given a weight of 20 points, an industry-leading ROE performance of 25% gets a score of 20 points and a company with an ROE of 20% (which is 80% as good as the leader’s 25%) gets a score of 16 points (80% of 20 points). Likewise, if EPS is given a weight of 20 points, an industry-leading EPS performance of $5.00 gets a score of 20 points and a company with an EPS of $2.00 (which is 40% as good as the leader’s $5.00) gets a score of 8 points (40% of 20 points). The procedure for assigning best-in-industry scores for credit rating is a bit different. Each credit rating from A+ to C− carries a certain number of points that scales down from the maximum number of points for an A+ credit rating to 1 point for a C− rating. Each company’s combined point total on the five performance measures is its score on the best-in-industry standard. Each company receives an annual best-in-industry score and a best-in-industry score for all years completed. In order to receive a score of 100, a company must (1) be the best-in-industry performer on EPS, ROE, stock price, and image rating, (2) achieve the targets for EPS, ROE, stock price, and image rating set by the company’s Board of Directors, and (3) have an A+ credit rating.

After each decision round, you will be able to review every company’s performance scores on both the investor expectations standard and the best-in-industry standard for each year completed, along with an overall “game-to-date” (G-T-D) score for each standard. Each company will also receive annual and game-to-date Overall Scores that are determined by combining the Investor Expectation Score and the Best-in-Industry Score into a single score using whatever weighting you chose (50-50 is recommended). After each decision round, all company co-managers can view or print a complete Company Scoreboard showing each company’s performance on every aspect of the scoring, including all the scoring weights. The Help sections for each page of the 3-page Company Scoreboard provide detailed, easy-to-understand explanations of the scoring so company co-managers should encounter no “mystery” factor about how the scoring works or where each company stands in the industry performance rankings.
Concluding Comment on How Company Performances Are Scored

Company co-managers are provided an array of information that makes it easy for them to track the performance of their company and all other companies over time. Both students and instructors always have plenty of information to gauge exactly how well every company in the industry is performing. It is always clear which companies are in the ranks of the industry leaders and which companies are being out-competed and outperformed.

One very important point about the scoring methodology warrants emphasis: it is a company’s overall score that matters (how close a company’s score is to 100-120 in the case of the Investor Expectations Standard and how close it is to 100 in the case of the Best-in-Industry Standard), not whether a company is in first or third or fifth or tenth place. Some company must necessarily be in last place, but what is truly telling is whether it is in last place with a score of 85 (which clearly signals a strong performance and a deservedly good grade) or in last place with a score of 17 (which clearly signals an abysmal performance and possibly a very disappointing grade).

The scoring method for the two simulations has the considerable advantage of not “requiring” that some companies always receive low scores. Scores are based entirely on (1) whether companies achieve the benchmark performances that investors expect for EPS, ROE, credit rating, stock price appreciation, and image and (2) whether the race to be the market leader is very close from the first place company to the last place company or whether there is quite a wide disparity in the caliber of performances (with the bottom-performing companies turning in truly bad results).
Appendix  3 Cases for Presentation in Class

Case #5 Under Armour C42 Group 1
Case #7 Coach C73 Group 2
Case #9 Panera Bread C96 Group 3
Case #17 Nucor Steel C220 Group 4

There will be two rounds of presentations. The first round presentations will be made during our 2\textsuperscript{nd} meeting on September 28, 2013. The second round you will present the second half of the case. This will be on November 2, 2013.

**Final case selections are:**

Case #6 Lululemon Athletica Inc. C59 Group 1
Case #8 Tiffany’s Little Blue Box C84 Group 2
Case #10 Chipotle Mexican Grill C114 Group 3
Case #18 Tata Steel C246 Group 4