

IMBA 6411 – Global Strategy Project II

Fall 2026

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Office Hours: Before Class or By Appointment
Class Times: Saturday, Sept 6 @ 8:30 – 12:30
Friday, Oct 17 @ 5:30 – 9:30
Saturday, Nov 1 @ 8:30 – 5:30
Location: Rm 312

Course Description:

The Global Strategy Project (“GSP”) is a two-semester capstone course structured around a consulting project in which students work on a strategic issue for a participating firm. The projects involve real issues firms are currently facing as opposed to historical case studies or hypothetical examples. The projects are sponsored by companies interested in topics such as identifying new strategic opportunities and improving operations.

Students work in teams of 4-6 as management consultants for the sponsoring firms. The work will involve framing the issue, evaluating options, gathering and analyzing data (including secondary data and primary data gathered via surveys and interviews), developing implementation-focused recommendations, and presenting the recommendations. The GSP provides an action-learning context in which students apply what they have learned in the EMBA program to the company’s problem, thereby bridging theory and practice.

The GSP is divided into two courses, one in the summer and one in the fall semester. The courses are:

- *IMBA 6401*: Global Strategy Project I – Summer 2025. This course introduces students to the global strategy project and includes project selection, team management, project management, and problem-solving principles. This semester is more focused on process.
- *IMBA 6411*: Global Strategy Project II – Fall 2025. This course includes helping student teams structure solutions, develop implementable recommendations, and deliver reports and presentations to their clients. This semester is more focused on content.

Course Objectives:

- Integrate theoretical knowledge and practical skills acquired throughout the academic program to address a real-world problem
- Develop and recommend solutions that demonstrate critical thinking, research methodologies, problem-solving, and innovation in the chosen project field
- Demonstrate proficiency in project management by setting objectives, creating timelines, managing resources, and adapting to challenges throughout the project lifecycle.
- Present project findings and deliverables through well-structured reports, presentations and visual aids, tailored to professional and academic audiences.

Course Materials:

1. *Precedents Thinking*, Harvard Business Review
2. *How to Improve Your Business Writing*, Harvard Business Review

Grading Policy:

Final course grades will be assigned according to the following weights:

Problem/Solutions Matrix:	15%
Executive Summary/Outline:	15%
Presentation First Draft:	15%
Final Project Submittal:	40%
Team Performance:	15%

Grade distribution is as follows: A – 90 to 100. B – 80 to 89. C – 70 to 79. D – 60 – 69. F – 59 & below.

Problem/Solutions Matrix:

Due: Friday, September 12 by 11:59pm

Deliverable: The objective of the Problem/Solutions Matrix is to ensure students leave no stone unturned in their quest to recommend an actionable solution that will resolve their firm's problem. It is good practice to avoid jumping to conclusions before performing a thorough analysis of all the potential solutions. Reference the Problem Analysis slides from Class #3 during the summer semester.

Executive Summary/Presentation Outline:

Due: Sunday, October 5 by 11:59pm

Deliverable: Students will submit an executive summary of the problem and solution, along with an outline of what they plan to include in their final presentation.

Presentation First Draft:

Due: Sunday, October 19 by 11:59pm

Deliverable: Students will submit the first draft of their final presentation.

Final Presentation:

Due: Saturday, November 1

Deliverable: Students will present their findings and recommendations to their project sponsors and GT faculty. Each team will receive a one-hour time slot (TBD) and are required not to exceed their time limit. Students are only required to attend class during their presentation time.

Team Performance Review:

Due: Friday, November 7 by 11:59pm

Deliverable: Students will submit peer reviews on each team member consisting of effort level and quality of work. The grade will also be influenced by the instructor's observations of each student's performance during class time and any feedback from the participating firm. Each student will receive an individual grade.

Class Participation:

Attendance and participation are not required. However, key points will be made in the class sessions that will benefit the students in completing the graded deliverables. In addition, bonus points will be awarded for those students that do participate consistently that will be used at the end of the semester to

determine if a grade improvement is possible. The class session will be recorded but is not available to live stream.

Late Assignments / Disputes:

I will allow completion of assignments after the due date (unless otherwise noted), although I will deduct 20% of the maximum points available for each day late.

If you have an issue or a concern with your grade, please provide a detailed, written request for re-grade within a week of receiving your grade. I will reserve the right to re-grade the entire assignment (and not only the specific question you are contesting).

Groups:

Groups will be formed during the first class. Students will have the ability to select their desired firm and group members; however nothing is guaranteed. Students may be put with firms or other students that are not their first choice.

If group members are unable to work together effectively, you must first attempt to resolve the issue within the group and document your efforts (dates, steps taken, and outcomes). If informal resolution fails, contact the instructor within one week with a summary of the problem and supporting evidence. The instructor will facilitate conflict resolution (mediated discussion, revised roles, or expectations) and may require a remediation plan with deadlines.

If mediation does not restore productive collaboration, or a student determines they can no longer be part of the group, the instructor may reassign members or require individual deliverables. If a student requires individual deliverables, they will have no contact with the sponsor firm for the remainder of the program. All submittals and questions will be directed to the instructor. In cases of harassment, threats, academic dishonesty, or unprofessional conduct, the matter will be handled according to university policies and may result in disciplinary action.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Classroom Etiquette:

It's expected that you are courteous to both your instructor and your fellow classmates. This includes turning off your cell phone. You may not use a laptop in class. Please bring your name tent with you to every class. One of the most important things to me about classroom etiquette is to start on time with everybody on board.

Official Communications:

Both Canvas and the class email distribution list are used to post information on class changes, upcoming assignments, grades, etc. Communications will be sent to the Georgia Tech student email that is assigned to you by the Institute. It is your responsibility to have the Georgia Tech email account active and to receive and regularly read messages written to that address.

Accommodations for Disabilities:

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement:

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.