



MGT 4220 – Integrative Management Fall 2026

Instructor: Aleks Rebeka, PhD

Office Hours:

Tu 3:00-4:15pm ET – Zoom

Fr 2:00-3:15pm ET – Scheller 4412

E-mail: aleks.rebeka@scheller.gatech.edu

Canvas: gatech.instructure.com

Class Meeting: Scheller 224

MW 2:00pm-2:50pm ET

Course Description

This course fulfills the Integrative Management requirement of a bachelor's degree in business administration for students pursuing Strategy and Innovation concentration. The class is designed to be a “capstone” course – by the end of the semester, you will be expected to demonstrate familiarity with and mastery of basic concepts, frameworks and tools used across core management disciplines, including finance, accounting, operations, and marketing. Because you are pursuing Strategy and Innovation concentration, this integrative experience will have a strategic management focus.

The centerpiece of the course is the Capstone simulation requiring you to work in teams to compete against your classmates. In the simulation, you will manage a virtual company and compete head-to-head against other companies (teams) by developing and implementing strategies to effectively organize and deploy resources, sell products, win market share and earn profits.

Course structure

The course will have three major blocks and has a significant focus on learning by doing. We will start by studying and reflecting on several readings that discuss the complexity and interdependencies within the firm and within its larger ecosystem. These new ideas will complement and expand on the material that was introduced in Foundations of Strategy and Corporate Strategy courses. Then we will introduce the simulation tool, and you will engage in several practice rounds in teams. After that, you will play several competitive rounds of the same simulation. There will be several individual and team-based assignments.

Student Learning Objectives

The goal of the course is to provide you with the knowledge necessary to evaluate a company as a complex adaptive system and as part of a bigger complex adaptive system (stakeholder ecosystem). The skills that you develop in this course will be vital to those pursuing careers as consultants and managers as well as to those pursuing careers in finance, marketing, or entrepreneurship. In addition, you will continue to develop the judgment and practical skills necessary to apply these concepts in a business context. You will work on your research skills, analytical reasoning skills, and communication skills. Given that this class is designed to be a capstone, you will develop problem solving skills which require you to do a lot of independent work of “figuring things out” and integrating your knowledge and skills across several disciplines, beyond strategy.

Course Material

There is a set of **7 required readings**. Two readings need to be purchased (\$9.20) and are available for purchase via the following link:

<https://hbsp.harvard.edu/import/1446784>

Other readings will be available either online or through Georgia Tech library or from the instructor.

You will need to register and pay for the **Capstone Business Simulation** (\$59.99). There is no need to sign up yet; the instructions will be provided later.

You may end up using Wall Street Journal and New York Times among other reputable media outlets. As a Georgia Tech student, you have digital access to both newspapers. Please sign up so they are readily available to you when needed.

There is *no required textbook* but having access to a Strategic Management textbook could be useful. You already may have access to 'Strategic Management' by Frank T. Rothaermel.

Grading

Evaluation Components	Contribution to Final Grade
Individual components	
Contribution to class discussion	17%
Discussion questions	10%
Individual paper	10%
Simulation training	5%
Individual assessment of simulation knowledge	10%
Peer evaluations	5%
Miscellaneous	3%
Group component	
Simulation performance	15%
Simulation progress report	10%
Team presentation	15%

There are no make-up assignments nor are there any extra credit assignments available. The deadlines for submissions are strict, so plan ahead. There is a grace period as outlined here (these grace period rules ***do not apply*** to discussion questions and simulation decisions). If an assignment is submitted within 24 hours from the deadline, it will be accepted without grade penalty. If an assignment is submitted after 24 hours from the deadline but within 48 hours, it will still be accepted but the grade will be reduced by a letter grade. After 48 hours, the assignment will not be accepted. **You must upload your documents on Canvas before deadline. I will not accept emailed submissions.**

All requests for re-grading must be submitted in writing within one week of the receipt of the grade. The request must include a written explanation of why you believe the grade to be in error. Upon any re-grade request, the entire assignment is re-graded – as such, your grade can go up or down after re-grading.

Grades for each component are determined following the guidelines below.

Contribution to class discussion (17%)

Builds skills: Analytical reasoning, critical thinking, and verbal communication.

MGT 4220 is a discussion-based course. As such, the preparation and engagement of every student contributes to the overall success of the class. Your contributions will be graded on *quality* of discussion, subject to a minimum quantity. The quality of students' comments consists of (1) the clarity and coherence of students' arguments; (2) the ability to support claims with evidence from the material; (3) the ability to listen actively and build on the group discussion. You should be prepared to lead off the discussion at the beginning of class, as well as to discuss salient issues that may not be addressed in the assigned questions. Frequent comments that add little to the discussion or demonstrate a lack of familiarity with relevant course material will not be evaluated favorably.

Both the instructor and students are expected to maintain a classroom environment that is open, inclusive, accessible, and non-discriminatory on the basis of race, gender, sexual orientation, religion, etc. Our class will be highly collaborative, and in order to facilitate the mastery of course materials, all those who participate in our class's physical and virtual spaces will be asked to maintain an environment of respect, empathy, and attentive, observant communication. Tardiness, inattention, or disrespectful behavior will affect your contribution record.

If you find joining in the discussion particularly difficult, please schedule a meeting with me to discuss strategies to improve. There are multiple ways to make a meaningful contribution to the discussion. **The key is to be able to connect information from cases with the concepts and frameworks introduced in theory sessions or connect new concepts with the ones introduced earlier.** In addition to this, The McGraw Center for Teaching and Learning at Princeton University

(<https://mcgraw.princeton.edu/participating-in-class>) has additional wonderful tips on how to make a valuable contribution:

- *“Explicitly relate or link your observations and comments to course objectives, central themes and main topics.*
- *Ask a question that encourages someone to clarify or elaborate on a comment.*
- *Make a comment linking two people's contributions.*
- *Explain that you found another person's ideas interesting or useful and describe why.*
- *Build on what someone else has said. Be explicit about the way you are extending the other person's thoughts.*
- *Paraphrase a point someone has already made and build on it.*
- *Summarize several people's contributions, taking into account a recurring theme in the discussion. "It seems we have heard variations on two main points of view; on the one hand..."*
- *Find a way to express appreciation for the insights you have gained from the discussion. Be specific about what it was that helped you understand something better.*
- *Disagree with someone in a respectful and constructive way. You might reflect the comment back to the speaker to indicate that you have listened well. If possible, point out what is interesting or compelling in someone's comment before explaining why and how you disagree.”* (directly sourced from The McGraw Center for Teaching and Learning, Princeton University)

Evaluation of your contributions is done in each class. Students' final class contribution grades will fall under one of four descriptions:

- **Outstanding (100%):** To receive 100%, your contributions need to reflect exceptional preparation and yield major insights in over 90% of sessions.
- **Excellent (A):** In theory sessions, insightful observations are made, questions that help provide an additional perspective to the class are asked. In simulation sessions, you are engaged in

conversation within your team and able to address comments and questions, reflecting strong individual involvement with the simulation.

- **Good (B):** Contributions reflect preparation and provide good insights into the topic under discussion. There is an attempt to synthesize information from the readings or from the simulation. You also demonstrate an ability to listen to and hear what other people have to say.
- **Below average (C):** Comments only invoke superficial facts or common sense or background knowledge but there is no attempt to integrate it with theoretical concepts or with the simulation.
- **Poor/counterproductive (D):** Comments demonstrate lack of preparation or respect for others, and/or are irrelevant and distract the class from the discussion. Little to no contributions to the class discussion provides no adequate basis for evaluation.
- **No-show (F)**

You are required to submit a discussion question prior to each theory session. You are expected to explain and elaborate on your discussion question in class. Students will be picked at random at first, then I will rely on volunteers. Given the highly interactive nature of this class, you are expected to respond to questions introduced by other students. During simulation sessions, you are expected to respond to questions about the work you and your team are doing. I recommend that you always be prepared and stay engaged in the class discussion.

Attendance is required for all course sessions. You are expected to attend all class sessions. Because contribution to class discussion is evaluated in each session, missing a class means not having any points for contribution in that class. If you miss too many classes, you may see your grade slip into “F” zone that spans from 0 to 59%. Please note that if you are present in class sessions but do not contribute, your grade will not exceed 65% (D equivalent).

Discussion questions (10%)

Builds skills: Analytical reasoning, critical thinking, concept mapping

We will have 6 sessions where we will discuss several theoretical takes on the complexity and independencies within a firm and between the firm and its larger ecosystem. Prior to each session, you need to submit a discussion question – something from the reading that will be valuable to discuss as a group in class. Your question could be parsing a conceptual definition and testing its boundaries or how it could apply in a particular situation. You could also connect the reading to other concepts/ideas from prior strategy classes (where it could expand, complement, or contradict other concepts or approaches).

Individual paper (10%)

Builds skills: Analytical reasoning, critical thinking, concept mapping and application

You will write a paper that will reflect and go deeper on one (or two) of the readings covered in the first few weeks of the semester. After submission, you will need to discuss your paper with me. A more detailed prompt will be posted on Canvas.

Capstone Simulation (60%)

Build skills: Analytical reasoning, critical thinking, written and verbal communication, team collaboration and problem solving.

During the semester, your team will manage a virtual company in the Capstone simulation. Your company manufactures and sells technology products sold as inputs to a variety of devices and product markets, and while demand is growing, you face competition. Your competitors run similar companies

such that at the start of the simulation, each team begins on an even playing field. The decisions you make, however, will determine whether you rise to the top, or sink to the bottom as competition progresses. As a member of your company's executive team, you will be responsible for managing and coordinating activities in research and development, marketing, production, finance, accounting and HR management.

Team Assignments. Teamwork is likely to be exceptionally important in your career. As such, one of the goals of this project is to practice working collaboratively, obtaining better results by drawing on everyone's knowledge and experience, and building working relationships despite differences in opinions and priorities. Each team will consist of 5-6 members (depending on how many students we will have in a section). There is a deadline for you to pick your teammates. After the deadline, I will randomly assign remaining students to teams that still have open slots.

Division of labor and assessments. For all team assignments, you will all receive the same grade. However, if peer evaluations reveal significant imbalance in work distribution, individual grades will be adjusted accordingly. Regardless of how you split the work, each team member is expected to know every part of the simulation and the work being done; your knowledge will be evaluated in the written individual assessment in class. To deliver high-quality work, you need to meet as a team to brainstorm your strategy for the simulation. We will have the dedicated in-class time as well as the independent lab time for your team to meet.

Simulation-related deliverables

Deliverables for the simulation work will include individual and group components.

Individual components:

- Simulation training (5%): Prior to starting the work as a team, each student will need to complete all three levels of training included in the simulation.
- Individual assessment of simulation knowledge (10%): At the end of the semester, we will have written individual assessment of simulation knowledge. In class, you will need to answer a set of short answer questions about the simulation run that your team has done.
- Peer evaluations (5%): After completing all simulation-related activities, you will be asked to assess the contributions and performance of yourself and of your teammates on the simulation. Your peers' assessments of your own contributions and performance will be used as the basis for your individual peer evaluation grade. These reports will be strictly confidential. Peer feedback serves as incentive for all members to contribute fairly and as a means for team members to voice their level of satisfaction (or dissatisfaction) with the contributions of other team members. Adjustments to grades for group components may result if warranted by peer evaluations. I will meet with teams that report disputes or provide inconsistent reports.

Group components:

- Simulation performance (15%): Your team will play several "Practice" rounds, to familiarize yourself with the simulation. The practice rounds will not be graded. Afterwards, you will start the graded "Competition", running for 6 rounds. The criteria for successful performance will be specified in a dedicated prompt on Canvas.
- Simulation progress report (10%): After completing and receiving results for the 3 competitive rounds, you will need to prepare a short progress report, outlining your intended strategy, key challenges you experienced, and key things you learned. A more detailed prompt will be posted on Canvas.
- Simulation presentation (15%): You will make a summary presentation after completing competitive rounds of the simulation. A more detailed prompt will be posted on Canvas.

Course Policies

Preparation for class discussions. You are expected to complete readings assigned in advance of a session and be ready to explain and elaborate on a discussion question that you submit before the class. You are also expected to be fully engaged in running the simulation with your team members and be ready to discuss it in class with your teammates and the instructor.

Use of electronic devices during class. Laptops and tablets should only be used to look at the readings or to take notes (and other class related activities if directed by the instructor). Cell phones should be set on mute and stored away. Photography and video recording are not allowed.

Accessing readings and note taking. I highly recommend printing out the readings and taking notes by hand in a notebook during the class. You may use a laptop or a tablet; however, I may ask you to put an electronic device away if it distracts you or others during the class.

Tardiness. Students are expected to arrive in class on time (whether in person or virtually), as arriving late is disruptive to group discussion. I will do a roll call at the start of every session. Multiple episodes of tardiness will affect your contribution and attendance grade. As mentioned earlier, late assignments will not be accepted.

Course materials. When applicable, lecture notes will be posted on Canvas after class.

Email policy. I respond to emails within 24 hours. Plan ahead if you need a quick response. Please e-mail me on regular e-mail ID (aleks.rebeka@scheller.gatech.edu) instead of sending a message through Canvas.

Classroom values. I hold students to a high standard of respect and inclusion. The case method and team research projects rely on a classroom community in which students hold both themselves and each other responsible for their mutual learning experience. You should also be mindful of conduct that is considered respectful in a professional setting. Respect for your fellow students can be demonstrated in simple ways. Listen carefully to what others say. Be mindful of how your facial expressions and body language affect speakers. Respond to comments that you disagree with assertively but tactfully.

Disrespectful behavior and background chatter will affect your contribution and attendance grade.

Food and drinks. I ask that you not eat food or snacks during the class. The class is discussion-based, and it will be difficult to hear each other if there are other background noises. Feel free to have a cup of coffee or water with you (in fact, I encourage you to carry a water bottle).

Pedagogical use of student work. Copies of student written work may be used by the professor for pedagogical purposes. An example of this would be using student homework or answers to an exam question to illustrate high quality work. Student work so used will be rendered anonymous through the removal of any identifiers.

Georgia Tech Academic Honor Code

As members of the Georgia Tech community, the instructor and students of this class are bound by the Georgia Tech Academic Honor Code. The full text of the Honor Code can be found [here](#). The Office of Dean of Students investigates suspected cases of academic misconduct.

My assumption is that all work submitted for evaluation is YOUR OWN. Plagiarism, unauthorized collaboration on assignments, and accessing online analyses (that includes asking LLMs such as ChatGPT to answer assignment questions for you) and work of students from prior semesters or internet sources are serious violations of the Honor Code. If you have questions about assignments or need help, I should be your first point of contact. Please do not hesitate to reach out via email or come to see me during office hours.

Student Accessibility Services

In accordance with equal education opportunity laws, Georgia Tech provides appropriate academic accommodations for students whose disabilities limit their participation in academic programs for which they are qualified.

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible (please be mindful of the deadline to apply for an accommodation), to make an appointment to discuss your special needs and to obtain an accommodations letter. Once you have an official accommodation, please set up a meeting with me to discuss how I can help with your learning needs.

Mandatory reporting of sexual misconduct

All faculty and staff (including currently employed students who become aware of misconduct while in their working roles) at Georgia Tech are [responsible employees](#), i.e., they are required to “promptly and fully report complaints of or information regarding sexual misconduct” to a Title IX coordinator. Safety is of the utmost importance to Georgia Tech’s faculty and staff. We want to do everything we can to prevent incidents, and to help those who have witnessed or experienced such incidents. Please contact [Title IX coordinators](#) with any questions about required reporting of sexual misconduct.

MGT 4220 Integrative Management Fall 2026: Detailed Class Schedule

The following schedule is subject to change at any time at the discretion of the professor although every effort will be made to keep the assignments on the dates shown below.

Session	Day	Topic	Reading
24-Aug	Mon	Course overview	
26-Aug	Wed	Conceptual review	
31-Aug	Mon	Introduction card and policies - due by 11:59pm ET	
31-Aug	Mon	Sustainability, stakeholders and value creation	Bring back managing for value (HBR) Is the debate about the financial value of sustainability over? (WEF)
2-Sep	Wed	Strategy and society: understanding value chains	Strategy and Society: The link between competitive advantage and corporate social responsibility. Porter and Kramer (HBR)
7-Sep	Mon	LABOR DAY HOLIDAY	
9-Sep	Wed	Interdependencies and organizational change	Change in the presence of fit: The rise, the fall, and the renaissance of Liz Clairborne. Siggelkow (AMJ)
14-Sep	Mon	Complex systems and learning	Learning in and about complex systems. Sterman (book Chapter 1)
16-Sep	Wed	Leverage points in systems	Leverage points: Places to intervene in a system. Meadows (Donella Meadows Project)
18-Sep	Fri	Simulation training - due by 11:59pm ET	
21-Sep	Mon	Strategy as a wicked problem	Strategy as a wicked problem. Camillus (HBR)
23-Sep	Wed	Intro to Capstone simulation	
28-Sep	Mon	Practice round 1	Decisions due Tuesday EoD
30-Sep	Wed	Practice round 2	Decisions due Friday EoD
5-Oct	Mon	FALL BREAK	
7-Oct	Wed	Practice round 3	Decisions due Friday EoD
12-Oct	Mon	Practice round 4	Decisions due Tuesday EoD
14-Oct	Wed	Practice round 5	Decisions due Friday EoD
19-Oct	Mon	Finalizing individual papers	
21-Oct	Wed	Capstone round 1	Decisions due Friday EoD
25-Oct	Sun	Individual paper - due by 11:59pm ET	

26-Oct	Mon	Capstone round 2	Decisions due Tuesday EoD
28-Oct	Wed	Capstone round 3	Decisions due Friday EoD
1-Nov	Sun	Team progress report - due by 11:59pm ET	
2-Nov	Mon	Capstone round 4	Decisions due Tuesday EoD
4-Nov	Wed	Capstone round 5	Decisions due Friday EoD
9-Nov	Mon	Capstone round 6	Decisions due Tuesday EoD
11-Nov	Wed	Developing presentations	
16-Nov	Mon	<i>Presentations</i>	
18-Nov	Wed	<i>Presentations</i>	
23-Nov	Mon	Debrief	
25-Nov	Wed	THANKSGIVING BREAK	
30-Nov	Mon	Debrief	
2-Dec	Wed	<i>Individual assessment in class</i>	
4-Dec	Fri	Peer evaluations - due by 11:59pm ET	
7-Dec	Mon	Course wrap up	