

# BUSI 4359 COURSE SYLLABUS

College of Business Administration  
Texas A&M University - Central Texas

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## Course Information

<i>Course Number/Section</i>	BUSI 4359-110
<i>Course Title</i>	Business Strategy
<i>Term</i>	Spring 2020
<i>Days &amp; Times</i>	Tues & Thurs, 1 pm – 2.15 pm
<i>Class Location</i>	Founder's Hall 311

## Instructor Contact Information

<i>Instructor</i>	Soo Jung Kim, PhD.
<i>Email</i>	Soojung.kim@tamuct.edu
<i>Office Location</i>	Founder's Hall 217
<i>Office Phone</i>	254-519-5471
<i>Office Hours</i>	2.15pm-6pm on Tuesdays & 10.45am-1pm on Thursdays or by appointment
<i>Student-instructor interaction</i>	The easiest way to contact me is through email. I will respond to your emails in 24-48 hours on weekdays. My response may take longer on weekends but I will check my emails more often during weekends when an assignment is due. I will make an announcement on Canvas if I will be out of contact for an extended period of time. Please check Canvas periodically for announcements and course content.

## Mode of Instruction and Course Access

This course is a face-to-face that meets regularly during scheduled class hours. It also uses the TAMUCT Canvas Learning Management System : [<https://tamuct.instructure.com>]. There are instructions that will follow in this to assist you with gaining access and technical support. It will be essential that you are familiar with the general use of Power Point, Microsoft Word and the Internet at a minimum.

## WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas  
Warrior Shield 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, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## Course Description

*Catalog Description: Concepts and principles of accounting, economics, finance, management, marketing, and quantitative methods relevant to developing successful strategy. Examine problem solving and business decision making. Appropriate for senior business majors during their last semester. Prerequisite(s): ACCT 2301, ACCT 2302, ECON 2301, FIN 3301, BUSI 3311, MGMT 3301 and MKTG 3301. A materials fee of \$45 is required for needed course materials (Globus).*

BUSI 4359 is a highly challenging capstone course that focuses on how firms formulate, implement, evaluate, and present strategies through written case study analysis, presentations and a computer-based business simulation. The course involves the integration of concepts and principles studied in accounting, economics, finance, management, marketing, quantitative methods, and other relevant business disciplines. This is a “big picture” course.

The course centers on the theme that a company achieves sustained success when its managers (1) have an astute, timely strategic game plan for the company, and (2) implement and execute the plan with proficiency. The problems and issues surrounding the tasks of crafting and implementing strategy cover the whole spectrum of business and management. Many variables and situational factors must be dealt with at once. Weighing the pros and cons of one strategic option versus another entails a total enterprise perspective and good judgment about how all of the relevant factors combine to shape what actions need to be taken.

The approach of the class is practical and problem oriented. The major part of the course will involve applying concepts, analytic frameworks, and intuition to the strategic issues that real world companies face. These issues will be presented in case studies. For the class to work well – and for you to benefit from it – consistently keeping up with the class schedule and weekly assignments are essential. This is an extremely intense course, which requires a substantial time commitment. It is designed to be taken by senior business majors during their last semester, but may be taken earlier if the necessary prerequisites have already been completed.

## Course Level Objectives (CLO's)

This course allows students to explore in-depth how and why a well-conceived and well-executed strategy nearly always enhances a company's long-term performance. Strategy involves the careful consideration of current and past contextual and organizational factors as well as imaginative and prospective consideration of what future alternatives are possible to realize. As such, this course requires students the use of both logical/analytic and the visual/creative thinking.

By the end of this course, students must be able to do the following:

- 1) To satisfactorily complete (70% of the points available or higher) an external analysis of a firm, including a detailed analysis of the competitive environment of the firm.
- 2) To satisfactorily complete (70% of the points available or higher) an internal analysis of a firm, including the identification of the (sustainable) competitive advantages of the firm and the resources and capabilities that lead to these advantages.
- 3) To satisfactorily complete (70% of the points available or higher) an assessment of the firm's current strategy, including the ability to identify the strategic problems of a firm and to develop solutions to a firm's strategic issues.

- 4) To satisfactorily utilize (70% of the points available or higher) the skills acquired in finance, accounting, marketing, and MIS courses to create and execute a successful generic strategy for a hypothetical firm.
- 5) To satisfactorily present (70% of the points available or higher) their analytical findings and strategic solutions using visual aid.
- 6) To satisfactorily apply (70% of the points available or higher) the theoretical frameworks and/or concepts learned in the course to the real world business context.

In addition, this is a WRITING INTESTIVE (WI) course. WI courses are intended to foster the development of communication skills needed for effective participation in the (business) world. Effective communication (written, verbal and nonverbal) is a highly valued and marketable skill in any field. Surveys have shown that the ability to communicate well is ranked by business executives as first among the personal factors necessary for promotion. This course will focus on continuous improvement in written language.

## **Student Learning Outcomes**

### **SPECIFIC COURSE LEARNING OBJECTIVES**

1. **COURSE INTRODUCTION:** In this section of the course, students will demonstrate their understanding of the overall design of the course, the specific course components involved, and the foundational terms upon which the course will build.

- 1.1. Students will read the contents of this course syllabus.
- 1.2. Students will identify the necessary elements for completing a case study analysis in this class (in preparation for completing a case study in later course modules) and an individual project.
- 1.3. Students will identify the terms and procedures from the Participant's Guide for the Glo-bus™ strategy simulation (in preparation for participation in the simulation).
- 1.4. Students will define and describe the terms strategy and the strategic management process.
- 1.5. Students will define and correctly utilize the vision, mission, and values framework.

2. **STRATEGIC ANALYSIS (Strategy Module 1):** Students will define the terms, describe the frameworks, and engage in the process of strategic analysis.

- 2.1. Students will define the components of external environment analysis, and conduct an external environment analysis for a real company.
  - 2.1.1. Students will define and describe the components of the general environment, and conduct an analysis of the general environment of a real company.
  - 2.1.2. Students will define and describe the components of the competitive environment, and conduct an analysis of the competitive environment of a real industry.
  - 2.1.3. Students will define and describe the strategic groups framework, and conduct a strategic groups analysis for a real industry.
- 2.2. Students will define the components of internal environment analysis, and conduct an internal analysis for a real company.

2.2.1. Students will identify the components and distinctive features of the value chain analysis framework, and conduct a value chain analysis of both a firm and an industry.

2.2.2. Students will identify the components and distinctive features of the resource-based view of the firm, and conduct a resource analysis for a real firm.

3. STRATEGIC FORMULATION (Strategy Module 2): Students will identify the principles and processes of formulating strategy, and will formulate a strategy for a real company.

3.1. Students will identify the distinctive features of business-level cost leadership, differentiation, focus, and combination strategies, and create a set of strategic alternatives for a real company based on these strategies. Students will also implement one or more of these strategies as part of a course strategy simulation.

3.2. Students will identify different varieties of corporate diversification and the relative risks and benefits inherent in each.

3.3 Students will identify the various challenges and different strategies for managing international operations.

3.4. Students will identify components of entrepreneurial strategy and competitive dynamics.

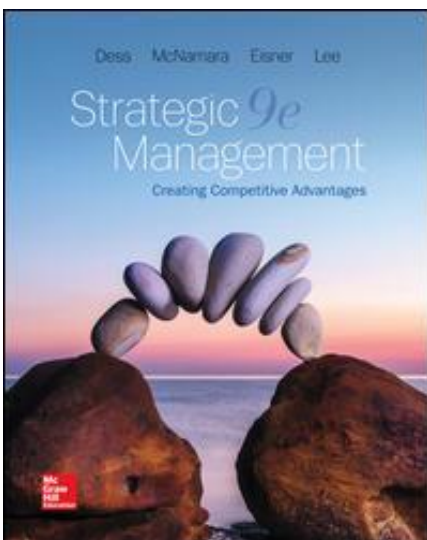
4. STRATEGIC IMPLEMENTATION (Strategy Module 3): Students will define the terms and principles of strategic implementation, and will develop a strategic implementation plan for a real company.

4.1. Students will identify types and principles of strategic controls and corporate governance, and demonstrate these principles as part of a strategic implementation plan for a real company.

4.2. Students will identify types and distinctive features of different organization structure types.

4.3. Students will identify the qualities, dimensions, and paradoxes of innovation and the basic principles involved in managing it.

## Required Textbook



**Strategic Management: Creating Competitive Advantages** (9th edition) by Dess, McNamara, and Eisner. McGraw-Hill Irwin.

ISBN: 978-1260541922

[This is a package of loose-leaf and Connect access code, created especially for TAMUCT at a discounted price and is only available at the university bookstore. If you intend to purchase the textbook from elsewhere (ISBN: 978-1259900457), please be sure to also purchase the Connect access code.]

You also need access to CONNECT (Online Learning Center) for supporting materials. The link to the class is:

*(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 an online retailer.)*

## Suggested Course Materials

The following resources are helpful for group projects: Newspaper/magazines such as *Fortune*, *The Wall Street Journal*, *Bloomberg Business Week*, *The Economist*, as well as business journals such as *Harvard Business Review* and *California Management Review*. All these resources are freely available to you using the TAMUCT library electronic databases, where additional materials for your projects are also available.

(<http://tamuct.libguides.com/index>) Hardcopies of most of these resources are also available in the library.

## General Course Requirements

**This course requires extensive readings, active discussions, and diligent attention to the exercises.**

**Following the university guidelines for a 3 credit-hour undergraduate course, each student will be expected to spend at least 8-10 hours a week on this course in addition to class time. This is particularly true during the first weeks of the class. If you are unable to make such a commitment due to other roles and duties, I advise you to take the course at another time in the future.**

- If a student cannot commit this amount of time and effort on this course, he or she must realize that it may be very difficult to earn a good grade.
- Failure to fully prepare for class is also a detriment to one's fellow students. It is the student's responsibility to thoroughly read the syllabus, fully understand all the requirements, and keep track of all important dates in order to be successful.

## SPECIFIC COURSE REQUIREMENTS/ASSESSMENTS

### A. Exams (360 Points – 3 @ 120 points each)

There will be three noncumulative exams, each worth 120 points. **There will be no make-up or replacement exams.** Exams may be a combination of multiple choice, True or False, and short/answer essay. Exams will be primarily based on assigned readings (textbook), but the supplemental materials such as articles and video clips in Canvas will definitely be the subject of some exam questions.

Preparing for an exam is an important part of the learning process – it takes weeks of preparations, not days or hours. Keeping up with readings, listening to lectures and working hard on the assignments are the best preparation for exams. It is important to note that test questions can come from information in the text that we did not cover in class lectures. If you do not understand something in your textbook, please ask questions about it so I can clarify for you.

### B. Connect chapter quiz (120 Points- 10 pts x 12 chapters)

For each chapter, you are required to read the textbook before attending class. After you have thoroughly studied the chapter, both in and out of the classroom, there is a quiz you can take for each chapter. This is to ensure that you have mastered the core concepts and the key aspects of each chapter. Also take the opportunity to use Connect to discover any areas that need additional time to review and clarify. Please be aware of the deadlines for each chapter as this is to encourage you to keep up with the class schedule. Connect will also allow you to focus on the areas you missed when reviewing for the midterm and final exams so I recommend that you take advantage of its features when preparing for

your exams. A link to the quizzes can be found in the menu bar to the left on Canvas. Your quiz grades will be automatically linked to the gradebook in Canvas and please contact the tech support in Connect if you do not see your grades appear.

### **C. Case Analysis (250 Points – four written parts and one presentation)**

This is a group assignment and there will be five (5) parts to the case analysis component in this class. Each part will be completed in sequence according to the dates given in the schedule below. The five parts of case analysis are:

1. Company background, strategic profile and general environment analysis – 50 points
2. Competitive environment and internal analyses - 50 points
3. Strategic alternatives and recommendations – 50 points
4. Presentation – 50 points
5. Final, fully-edited complete case document (includes parts 1 through 3 plus an abstract, conclusion, and an integrated bibliography) - 50 points

Each part of the case analysis will build on previous parts. Once a part is submitted I will try to grade and return it to you within 1 week so that your group can incorporate my feedback into your next submission. The only exception to this is the final week of class, when both your final case write-up documents and your presentations will be completed and submitted more or less simultaneously. Note that only Part 5 of the case analysis (i.e., the complete, integrated case document) should include any actual written revisions of previous sections. In other words, your Part 2 should take into consideration any guidance I gave you from Part 1, but you should not re-write Part 1 and re-submit it when you submit Part 2. Only in Part 5 should you re-submit previous sections as a part of your complete and final case analysis document.

Please note that there is a **maximum page limit of 12 pages** (not including tables, charts, or references) for each of Parts 1-3 and a maximum of 36 pages (not including tables, charts, or references) for the complete document to be submitted at the end of the semester. Your work does not necessarily need to reach the full maximum length permitted as quality is more important than the quantity of your writing. Your case analyses are not trivial exercises, and should not be treated as such. Do not be tempted by these page totals to think that more information means higher grades. Simply making a case longer without enhancing its quality will get you a better grade. It won't.

Please also note that the case study is the **capstone assignment** in your capstone class. As such, it is meant to be integrative of all of the material in this course, as well as concepts and analytic frameworks from your other core business courses—finance, accounting, marketing, etc. In this respect, it functions much like a comprehensive final exam for this course (and for your undergraduate business degree). In addition, the parts are designed to cover what is discussed in the lectures at the time the assignments are due so it is recommended that you thoroughly read the textbook, understand the key concepts and apply as many of the course concepts in your analyses as possible so that you become familiar with using some of the new analytical tools we learn in this class.

When you submit your assignments, they will automatically go through a plagiarism check in Canvas and be provided a score based on the similarity of the content of the paper against other sources already published in various outlets and the internet. Any score above 20% is considered alarming and I will look deeply into the plagiarism report created about your paper to see the nature of the high score. A high plagiarism score will not only harm your grade, but depending on the situation, I may ask you to rewrite certain sections. Any score above 40% will be an automatic zero for the entire group and the incident will be reported to Student Affairs. Therefore, I recommend you to submit the paper at least a day prior to the deadline to check your own plagiarism score and make corrections if necessary. Canvas will permit you to make multiple submissions for the same assignment as long as the deadline has not passed.

Although this project may sound like a daunting task, please keep in mind that the project is broken down into several parts so that you will not be overwhelmed but be provided with sufficient feedback along the way. You will be working on this project throughout the semester, building it piece by piece, so there will be plenty of opportunities for you to reach out to me when you have any questions or need help.

A detailed outline of what each case analysis should include is given on the course Canvas site. I have also included a detailed **case study grade rubric on Canvas** (I will use these to evaluate your analyses so please follow the rubrics when writing). As mentioned above, I have also posted several additional help files in the Case Analysis Files folder on Canvas to guide your case study preparation. As they contain information which you are required to incorporate into your analyses, I highly recommend that you use them!

As a group, you are expected to discuss each section of the project with your group members. The idea is not to simply split up the work and reduce your workload as each person becomes in charge of a particular section. Although any designated person may be responsible for the final writing of a section, you should **WORK TOGETHER** with your group members at every stage along the way, from brainstorming, finding the key points, and putting together the general flow and outline.

Group projects can be challenging at times but today's business environment demands that you are competent in working with others to achieve your groups' goals. So consider this an opportunity to build your skills for communication, leadership and conflict management. There will also be an opportunity for **peer evaluation** at the end of the semester to rate each member's contribution to group work. You will need to justify your ratings with evidence, especially when giving your peers low scores. Your personal grade for the group case analysis assignment may be adjusted when your participation and contribution are rated as being sub-standard by your group members. Each group should consist of 3-4 people.

## **D. Glo-bus Strategy Game (100 Points)**

The Globus simulation is intended to give you an opportunity to practice the concepts taught in this class. Students will be assigned to individual or groups of two (your choice) to a camera company at the

beginning of the game. The competitive head-to-head game encourages strategic decisions and forward thinking to cultivate a winning strategy just as in real industries.

Glo-bus is fully administered by the Globus TA, Brady Miller ([brady.miller@tamuct.edu](mailto:brady.miller@tamuct.edu)), and all specific questions related to the game should be forwarded to him. **Mr. Miller does not have access to Canvas.** To reach him you may either email him directly or join his Remind group (fastest way to reach him. Text: @2hk9a24 to phone number 81010). Make sure to include the @ sign. If you have trouble, email him your phone number and first/last name. He can add you manually.

Students should follow the deadlines set by the TA for all decisions to be made during the game. The game assigns grades automatically, and the course instructor has no power over the Glo-bus grade component. You can track your score for the Globus assignment by looking at ‘Company Score’ on the front of your Globus page. The ‘Company Score’ is the cumulative grade with each successive decision round. You can check your quiz grade by clicking on the Assignments tab and Quiz 1. The Globus TAs manage the Globus simulation throughout the semester and I receive your scores only at the end of the semester. So please direct all your Globus related questions during the semester to the TA. (Brady Miller [brady.miller@tamuct.edu](mailto:brady.miller@tamuct.edu)).

*Notes from Brady (TA):*

*The in-class tutorial for Glo-bus will be held on **January 21st at 1 pm**. I will cover the basics of the registration process including a brief introduction for in-game navigation. I will also cover some basic strategies related to game play and answer student questions. Please note that assistance will not be given if you have not attended the tutorial as it covers the basics.*

*The final grading component will include a calculation of each student’s performance as measured by the Glo-bus cumulative scoreboard (factored by your company’s earnings per share, return on equity, credit rating, image rating, and stock price), game quiz 1 and student participation scores. Participation scores are based on a student/team logging in for a minimum of 30 active minutes per decision round.*

## **E. Participation (80 Points)**

There will be a **sign-in sheet** for each class period. Punctual class attendance is expected.

The instructor has the sole authority in assigning participation grades. **Use of cell phones, texting, emailing, and surfing the internet are forbidden during class hours.** Quality of class contributions will be weighted more heavily than quantity. Frequent and valuable participants are those who attend all of the lectures, and participate regularly.

- **Excellent class participation** is characterized by a student consistently attending class, making an insightful contribution to discussions and exercises, being well-prepared by having notes and demonstrating a superior understanding of the material.
- **Good class participation** is characterized by students consistently attending class and contributing to discussions and exercises as well as being reasonably prepared with notes from the reading, while only



occasionally demonstrating a good understanding of the material.

- **Poor class participation** is characterized by a student inconsistently attending class, rarely contributing to class discussion and exercise, and having no notes prepared for the readings.

## **F. Relating to the Real World (40 Points – written 20 pts, presentation 20pts)**

As much as it is important to understand the fundamental theories and concepts of Business Strategy, this class also focuses on applying the theoretical perspective to understanding real world phenomena. By researching a real world case on one of the topics that are covered during that week's lecture, we will bring textbook material to greater relevance in the business world we operate in.

1. This is an individual assignment. You will pick one chapter of the textbook that you would like to do the assignment on. **Please inform the instructor of your chapter choice by Jan 23.** There are limited slots for each chapter so be sure to give me your chapter choice early. Then pick an article that covers an event or a case and is a good demonstration of the concepts or theories discussed in that textbook chapter. Be sure to choose an article that covers an event or a case (eg. Google's leadership) rather than a prescriptive article (eg., 5 best ways for effective leadership) as the purpose of this assignment is to be able to find examples of theoretical concepts in real companies of the world. You may want to begin by looking at the chapter's core concepts in bold print letters or some of the key theories introduced in the chapter. Articles in business magazines such as *Fortune*, *Bloomberg Businessweek*, *Financial Times*, *Forbes*, *The Economist* or others may be used. Make sure the article you choose is dated January 1, 2018 or later in order to keep yourself and the class more up to date on business affairs. If needed, you may reference several articles that are covering the same event/issue to obtain a more complete picture.
2. Write a **2-page report** both summarizing the article and, more importantly, explaining how the article demonstrates core concepts or theories in the textbook. How is the article of your choice relevant to what we are learning in Business Strategy? You must demonstrate that you have a thorough understanding of the relevant concept/theory and explain the connections of the article to the teachings of the textbook. This is particularly important because the article may not use the same vocabulary or the same framework as the ones we learned in class to describe the event. However, having learned the theoretical framework/concept, you should be able to identify the underpinnings of different business events and what the fundamental issues are. More specific grading details can be found in the Assignments area in Canvas. This will account for 20 of the points. **A rubric can be found in Canvas with the assignment instructions.**
3. You will also be required to make a **4-5 minute presentation** on this assignment like you were reporting in a business meeting and this will account for 20 points of the grade. It is not acceptable for you to simply read your written report; present it to the class in an engaging manner. The presentation is to be given on the day you turn in your written assignment. Therefore, your personal deadline for the assignment will vary depending on the chapter you

choose. A rubric can be found on Canvas.

## **G. Career Path Analysis (30 Points)**

The objective of this assignment is for you to apply the tools learned in this course and analyze your own career path (past and/or future). You can pick any two of the tools covered in this course to analyze your past career as well as design your future career. Write two pages (double-spaced) and submit by 4/24. A more detailed rubric can be found in Canvas.

## **H. Exit exam – (20 points)**

The purpose of this exam is for the university to be able to assess what you have learned during the course of your program. Though not every question asked has been specifically taught, we are able to compare the general results to other classes in the past and future. The full 20 points will be allotted to students for participation. Details to this exam will be provided during the semester.

## **Grading Scale**

*Note the C, D, and F Ranges Especially*

900-1000 = A - Excellent

800-899 = B - Good

700-799 = C – Acceptable

600-699 = D – Needs Improvement

599 or less = F – Unacceptable

## **Posting of Grades**

Your GLO-BUS grades will be posted following the completion of the simulation towards the end of the semester. Other assignments and exam grades will be posted within six business days in Canvas. Because the instructor teaches other courses with grading responsibilities as well, certain assignments which need my feedback will be prioritized in grading when there are multiple assignments in waiting to be graded. Your grades are always posted and available in Canvas.

## **Late work penalties – This should not be an issue with it being a Capstone course:**

- 1. All other assignments will lose 20% of the points available after the deadline.**
- 2. If you fail to take an exam without notifying me prior to the exam window, you can score no higher than the lowest grade a class member received who took it on time and *only if* I agree the excuse warrants allowing a make-up. (I will only accept documented emergencies such as medical emergency, funerals, etc.)**

## COURSE OUTLINE AND CALENDAR

Week 1 – Jan 13 <sup>th</sup> – 19 <sup>th</sup>	Introduction to the course and Chapter 1 (Strategic Management) <ol style="list-style-type: none"> <li>1. Familiarize yourself with the course requirements, most notably the Case Analysis Project and Glo-bus.</li> <li>2. <b>Inform me of any group preferences by Thurs., Jan 16</b></li> </ol>
Week 2 – Jan 20 <sup>th</sup> – 26 <sup>th</sup>	Globus Tutorial and Chapter 1 (Strategic Management). <ol style="list-style-type: none"> <li>1. <b>Glo-bus tutorial by Mr. Miller on Tues., Jan 21 during class</b></li> <li>2. <b>Inform me your chapter choice for Relating to the Real World by Thurs., Jan. 23</b></li> <li>3. <b>Inform me of your group’s company selection by Thurs., Jan. 23.</b></li> <li>4. <b>Complete Connect Ch.1 Quiz by 11:59PM (23:59) on Sun., Jan. 26.</b></li> </ol>
Week 3 – Jan 27 <sup>th</sup> – Feb 2 <sup>nd</sup>	Chapter 2 (Analyzing the External Environment of the Firm) <ol style="list-style-type: none"> <li>1. <b>Complete GLO-BUS Practice Decision 1 (PY 6) by Tues., Jan. 28.</b></li> <li>2. <b>Complete Connect Ch.2 Quiz by 11:59PM (23:59) on Sun., Feb. 2.</b></li> </ol>
Week 4 – Feb 3 <sup>rd</sup> – 9 <sup>th</sup>	Chapter 3 (Analyzing the Internal Environment of the Firm) <ol style="list-style-type: none"> <li>1. <b>Complete GLO-BUS Practice Decision 2 (PY 12) by Tues., Feb. 4.</b></li> <li>2. <b>Begin Relating to the Real World presentations for ch.3 during class</b></li> <li>3. <b>Complete Connect Ch.3 Quiz by 11:59PM (23:59) on Sun., Feb. 9.</b></li> </ol>
Week 5 – Feb 10 <sup>th</sup> – 16 <sup>th</sup>	Chapter 4 (Recognizing a Firm’s Intellectual Assets) <ol style="list-style-type: none"> <li>1. <b>Complete GLO-BUS Quiz 1 by 11:59PM (23:59) on Tues., Feb 11.</b></li> <li>2. <b>Submit Company Background and Strategic Profile by 11:59PM (23:59) Fri., Feb. 14.</b></li> <li>3. <b>Complete Connect Ch.4 Quiz by 11:59PM (23:59) on Sun., Feb. 16.</b></li> </ol>
Week 6 – Feb 17 <sup>th</sup> – 23 <sup>rd</sup>	<b><u>Exam #1 covering Chapters 1-4 during class on Tues., Feb. 18</u></b> Chapter 5 (Business Level Strategy) <ol style="list-style-type: none"> <li>1. <b>Complete GLO-BUS Decision 1 (Y 6) by Tues., Feb. 18</b></li> </ol>
Week 7 – Feb 24 <sup>th</sup> – Mar 1 <sup>st</sup>	Chapter 5 (Business Level Strategy) & Chapter 6 (Corporate Level Strategy) <ol style="list-style-type: none"> <li>1. <b>Complete GLO-BUS Decision 2 (Y 7) by Tues, Feb. 25.</b></li> <li>2. <b>Complete Connect Ch.5 Quiz by 11:59PM (23:59) on Sun., Mar. 1.</b></li> </ol>
Week 8 – Mar 2 <sup>nd</sup> – 8 <sup>th</sup>	Chapter 6 (Corporate Level Strategy) & Chapter 7 (International Strategy) <ol style="list-style-type: none"> <li>1. <b>Complete GLO-BUS Decision 3 (Y 8) by Tues., Mar. 3.</b></li> <li>2. <b>Complete Connect Ch.6 Quiz by 11:59PM (23:59) on Sun., Mar. 8.</b></li> </ol>
Mar 9 <sup>th</sup> – 15 <sup>th</sup>	SPRING BREAK – NO CLASSES
Week 9 – Mar 16 <sup>th</sup> – 22 <sup>nd</sup>	Chapter 7 (International Strategy) & Chapter 8 (Entrepreneurial Strategy and Competitive Dynamics) <ol style="list-style-type: none"> <li>1. <b>Complete GLO-BUS Decision 4 (Y 9) by Tues., Mar. 17</b></li> <li>2. <b>Submit Competitive and Internal Analyses by 11:59PM (23:59) on Fri., Mar. 20</b></li> <li>3. <b>Complete Connect Ch.7 Quiz by 11:59PM (23:59) on Sun., Mar. 22</b></li> </ol>
Week 10 – Mar 23 <sup>rd</sup> – 29 <sup>th</sup>	Chapter 8 (Entrepreneurial Strategy and Competitive Dynamics) & Chapter 9 (Strategic Control and Corporate Governance) <ol style="list-style-type: none"> <li>1. <b>Complete GLO-BUS Decision 5 (Y 10) by Tues., Mar. 24.</b></li> <li>2. <b>Complete Connect Ch.8 Quiz by 11:59PM (23:59) on Sun., Mar. 29.</b></li> </ol>

Week 11 – Mar 30 <sup>th</sup> – Apr 5 <sup>th</sup>	<p><b><u>Exam #2 covering Chapters 5-8 during class on Tues., Mar. 31</u></b>  Chapter 9 (Strategic Control and Corporate Governance)  <b>1. Complete GLO-BUS Decision 6 (Y 11) by Tues., Mar. 31.</b>  <b>2. Complete Connect Ch.9 Quiz by 11:59PM (23:59) on Sun., Apr 5.</b></p>
Week 12– Apr 6 <sup>th</sup> – 12 <sup>th</sup>	<p>Chapter 10 (Creating Effective Organizational Designs)  <b>1. Complete GLO-BUS Decision 7 (Y 12) by Tues., Apr 7.</b>  <b>2. Submit Strategic Alternatives &amp; Recommendations by 11:59PM (23:59) Fri., Apr. 10.</b>  <b>2. Complete Connect Ch.10 Quiz by 11:59PM (23:59) on Sun., Apr. 12.</b></p>
Week 13 – Apr 13 <sup>th</sup> – 19 <sup>th</sup>	<p>Chapter 11 (Strategic Leadership)  <b>1. Complete GLO-BUS Decision 8 (Y 13) – final round - by Tues., Apr 14.</b>  <b>2. Complete the Exit Exam by Wed., Apr. 15.</b>  <b>3. Complete Connect Ch.11 Quiz by 11:59PM (23:59) on Sun., Apr. 19.</b></p>
Week 14 – Apr 20 <sup>th</sup> - 26 <sup>th</sup>	<p>Chapter 12 (Managing Innovation and Fostering Corporate Entrepreneurship)  <b>1. Submit Career Path Analysis by Fri., Apr. 24.</b>  <b>2. Complete Connect Ch.12 Quiz by 11:59PM (23:59) on Sun., Apr. 26.</b></p>
Week 15 – Apr 27 <sup>th</sup> – May 3 <sup>rd</sup>	<p><b><u>Exam #3 covering Chapters 9-12 during class on Tues., Apr. 28</u></b>  <b>1. Submit Final Case Analysis Paper by 11:59PM (23:59) on Fri., May 1.</b></p>
Week 16 – May 4 <sup>th</sup> – 8 <sup>th</sup>	<b>Group Case Analysis Presentations during class</b>

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*NOTE: These descriptions and timelines are subject to change at the discretion of the instructor.*

### **Important University Dates:**

January 13, 2020	Classes Begin for Spring Semester
January 15, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 20, 2020	Martin Luther King, Jr Day (University Closed)
January 29, 2020	Deadline to Drop 16-Week Classes with No Record
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 13, 2020	Spring Break (University Closed)
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration opens for all students for the Summer and Fall Semesters
May 8, 2020	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

## General Class Policies

**Demonstrate PROFESSIONAL INITIATIVE** at all times by taking responsibility for one's own performance in the course, as well as for any opportunities one may be able to take to enhance the course for others. This should be demonstrated vis-à-vis course assignment details, course deadlines (and personal time management, generally), contributions to group work, use of required course technology, and the anticipation and competent management of contingencies relating to oneself and to others that may affect one's performance in the course (e.g., job, family, other courses).

**Demonstrate PROFESSIONAL COURTESY** at all times by maintaining a professional tone in all communication with all persons involved with this course: peers, professor, teaching assistant, etc. This includes any communication that may involve reporting interpersonal conflict, engaging in discussions or disputes, or giving / responding to negative feedback. Professional courtesy also includes a commitment to listening well, and to engaging in meaningful dialogue where other parties are given ample opportunity to contribute to the discussion or assignment at hand without fear of disruption, retribution, or unwarranted criticism. Finally, it also includes common courtesies such as letting group members know in advance if you going to be unavailable for a scheduled meeting, or if you are going to miss an agreed-upon deadline due to an unforeseen disruption.

**Demonstrate PROFESSIONAL INTEGRITY** at all times by complying with all guidelines and restrictions regarding the completion of student work, the use of external sources, and the general compliance with the TAMUCT academic integrity policy, and the giving of specific, accurate, and timely peer performance evaluation.

**Demonstrate a commitment to PROFESSIONAL DEVELOPMENT** at all times by reading, comprehending, integrating, and applying all textbook and other reading materials, audio and video supplements to all course assignments and activities (as measured by exams, cases, simulation, reviews etc.), and by successfully completing all assignments and activities to the best of one's abilities at the present time.

**Demonstrate PROFESSIONAL MATURITY** at all times by accepting the circumstances under which one has chosen to attempt to complete this course, and by accepting the evaluation of one's work by one's peers and/or instructor without complaining or resorting to irrelevant appeals (e.g., "this could hurt my GPA," "I was really busy," etc.). This is notwithstanding any exceptional situations in which a student is able to provide written documentation that a legitimate, objective evaluation error has been made, or in which normal evaluation policy should be set aside because of a documented emergency.

### Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment

and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers



workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/departments/compliance/titleix.php>].