

BUSI 4359 COURSE SYLLABUS

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

Course Information

<i>Course Number/Section</i>	BUSI 4359-110, CRN #11610
<i>Course Title</i>	Business Strategy
<i>Term</i>	Spring 2022
<i>Days & Times</i>	Online
<i>Class Location</i>	Canvas

Instructor Contact Information

<i>Instructor</i>	Soo Jung Kim, PhD.
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<i>Office Location</i>	Founder's Hall 217
<i>Office Hours</i>	By appointment only; WebEx or phone call meetings can be arranged
<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. 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 100% online course and 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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - o Android Phone / Tablet [<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

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 INSTRUCTIVE (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.

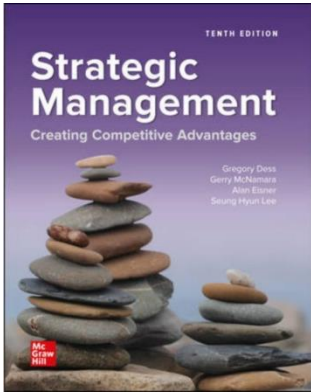
4. STRATEGIC IMPLEMENTATION (Strategy Module 3): Students will define the terms and principles of strategic implementation, and will develop a strategic implementation plan for a real company.

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 (10th edition) by Dess, McNamara, and Einer. McGraw-Hill Irwin.

ISBN: 9781264306114

[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: 9781260706628), 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.

This is a WRITING INSTRUCTIVEW (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills. WI courses are intended to foster the development of communication skills needed for effective participation in the (business) world. 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.

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. Personal Bio (10 Points)

Your bios should be posted in the “Discussions” area on Canvas by **Friday, Jan 21**. Include a recent photo of yourself or something that represents you well along with the following items:

1. Your name
2. Major
3. Plans after graduation
4. An answer to the following question: “In 5 years I will consider myself a success if...”
5. What you hope to get out of this class (i.e., beyond a grade, credit hours, or a diploma)
6. Hobbies and interests
7. An interesting fact about you
8. A description of what sort of team member you would be, including what specific skills and competencies you possess, what your work ethic is like, what your time availability this semester is, what your level of motivation is, and what your personality is like.

B. Syllabus Quiz (10 Points)

You need to thoroughly read the syllabus and take the quiz by **Friday, Jan 21**. You can find the syllabus quiz in the Quizzes section on Canvas.

C. Connect chapter quiz (180 Points- 15 pts x 12 chapters)

For each chapter, you are required to read the textbook, watch the instructional videos, and read related articles on Canvas. After you have thoroughly studied the chapter, 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.

D. Capstone Consulting Project (350 Points)

This is a group assignment and there will be several parts to the company analysis project. Each part will be completed in sequence. Below is an overview and more information including guidelines and rubrics for each part are available in Canvas.

Please note that the company analysis 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 degree). In addition, the parts are designed to cover what is discussed in the lectures 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 course.

For the capstone project, you are expected to work as real consultants on real businesses to solve real problems for them! Tap into your and your group members' network to identify any company/organization that family members or friends are running. It can be a business in the local community that you know and would like to help out. Non-profits are also acceptable. Reach out to them and explain to them about this capstone project and how you can offer an opportunity for free consultation if they are willing to participate in providing you with the information needed such as how the company operates and past financial information. If you are unable to identify a business for the project, COBA will provide a shortlist of local small businesses that may be interested in working with you.

During the semester, you will need to work with the small business representatives to gather information and perform strategic analyses and at the end of the semester, you can offer them your final output of business analysis and consultation. This will be a great opportunity to get some hands-on experience and apply all the business knowledge and skills you acquired in your program. It will also be an opportunity for us to give back to our community.

Each group should consist of 5 people. 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. By doing this, we can obtain synergy from working together in a group and enhance the quality of your analyses and consultation.

Although this project may sound like a daunting task, please keep in mind that the project is broken down into different parts so that you will not be overwhelmed but be provided with sufficient guidance 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. Further instructions for the project will be provided in Canvas (Go to Modules).

Following are the project components:

Consulting Project #1 (Written): Internal and External Analysis – 100pts

Consulting Project #2 (Presentation): Critical Issues and Recommendations – 100 pts

Consulting Project Final Paper: Revised compiled paper of project #1 and #2 – 100 pts

Other minor deliverables (group charter, progress reports, peer evaluation) – 50 pts

Peer evaluation: Students' involvement in group activities will be evaluated by peers using a collective Peer Evaluation process. Each group project component will be accompanied with a collective peer evaluation. Based on the grade awarded by peers, a student will either receive the full points associated with the group grade on a relevant group assignment or only a portion of the points.

NOTE 1: No later than 24 hours after a peer evaluation due date, any group member may request that the instructor arbitrate group ratings. If arbitration is requested and conducted, the decision of the instructor will be final. The Peer Evaluation will be submitted with each of the group assignments.

NOTE 2: A student “fired” from his or her team in accordance with conditions outlined in the group’s charter will have to complete the remaining team project parts on his own with a maximum possible grade capped at 79%. Furthermore, a student fired from a group won’t be able to earn points for the group presentation.

E. Exams (300 Points – 3 @ 100 points each)

There will be three non-cumulative exams, each worth 100 points. **There will be no make-up or replacement exams.** Exams may be a combination of multiple choice, and True or False. Exams will be primarily based on assigned readings (textbook), but the supplemental materials such as articles and video clips in Canvas will definitely be subject to some exam questions. They are open book exams but time is limited and you will not be able to look up every question so study well before you take them.

Preparing for an exam is an important part of the learning process. 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.

F. Relating to the Real World (60 Points - written 30 pts, presentation 30pts)

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 company 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 (between ch.3-12) that you would like to do the assignment on. **There is a Canvas survey set up for you to choose one chapter by Jan 26.** Then pick an article about a company which offers a good demonstration of the concepts or theories discussed in that textbook chapter. Be sure to choose an article that covers a company case (eg. Leadership at Tesla) rather than a prescriptive article (eg., Five best ways for effective leadership) as the purpose of this assignment is to be able to find examples of theoretical concepts in real companies. 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, 2020 or later in order to keep yourself and the class more up to date on current 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 30 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 30 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. This piece is a COBA requirement for assessing your presentation skills at the senior course level. A rubric and instructions for making the recording can be found on Canvas.

G. Exit exam – (90 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, the university is able to compare the general outcomes of the class to other classes in the past and future. So there is no need to study, just do the best you can.

You will receive an email to your student account from the university with a link to take the exam. The exam consists of approximately 80 questions and may take between 1.5-2 hrs.

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.

When you send Canvas messages to me, they automatically get forwarded to my email inbox. Unfortunately I noticed that once in a while, a message that a student sends gets left out and do not automatically get forwarded as they normally should. I never leave a student stranded so if you do not hear back from me in a maximum of three days, please kindly message me again or email me directly. I will also try to check my Canvas message box from time to time just in case there are messages that did not get forwarded.

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

- 1. All 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 18 th – 23 rd	Chapter 1 (Strategic Management). <ol style="list-style-type: none"> 1. Familiarize yourself with the course requirements, most notably the Company Analysis Project and Glo-bus. 2. Complete the required readings and watch the video lecture for Chapter 1 3. Complete Syllabus Quiz by 11:59PM (23:59) on Fri., Jan 21. 4. Complete Personal Bio Post by 11:59PM (23:59) on Fri., Jan 21. 5. Complete Connect Ch.1 Quiz by 11:59PM (23:59) on Sun., Jan 23.
Week 2 – Jan 24 th – 30 th	Chapter 2 (Analyzing the External Environment of the Firm) <ol style="list-style-type: none"> 1. Complete the required readings and watch the video lecture for Chapter 2 2. Choose your chapter for Relating to the Real World by Wed., Jan 26 (Canvas). 3. Submit your list of group members by Wed., Jan 26 (Canvas). 4. Complete Connect Ch.2 Quiz by 11:59PM (23:59) on Sun., Jan 30.
Week 3 – Jan 31 st – Feb 6 th	Chapter 3 (Analyzing the Internal Environment of the Firm) Complete the required readings and watch the video lecture for Chapter 3 <ol style="list-style-type: none"> 1. Submit “Relating to the Real World” assignment by 11:59PM (23:59) on Wed., Feb 2 if you chose ch.3 or 4. 2. Complete Connect Ch.3 Quiz by 11:59PM (23:59) on Sun., Feb 6. 3. Submit Group Charter by 11:59PM (23:59) on Sun., Feb 6.
Week 4 – Feb 7 th – 13 th	Chapter 4 (Recognizing a Firm’s Intellectual Assets) <ol style="list-style-type: none"> 1. Complete the required readings and watch the video lecture for Chapter 4 2. Complete Connect Ch.4 Quiz by 11:59PM (23:59) on Sun., Feb 13. 3. Submit Client Company Selection by 11:59PM (23:59) on Sun., Feb 13.
Week 5 – Feb 14 th – 20 th	<u>1. Complete Exam #1 covering Chapters 1-4, between 8AM (08:00) on Wed, Feb 16 and 11:59PM (23:59) on Sun., Feb 20.</u>
Week 6 – Feb 21 st – 27 th	Chapter 5 (Business Level Strategy) <ol style="list-style-type: none"> 1. Complete the required readings and watch the video lecture for Chapter 5 2. Submit “Relating to the Real World” assignment by 11:59PM (23:59) on Wed., Feb 23 if you chose ch.5, 6, 7 or 8. 3. Complete Connect Ch.5 Quiz by 11:59PM (23:59) on Sun., Feb 27.

Week 7 – Feb 28 th – Mar 6 th	Chapter 6 (Corporate Level Strategy) 1. Complete the required readings and watch the video lecture for Chapter 6 2. Complete Connect Ch.6 Quiz by 11:59PM (23:59) on Sun, Mar 6. 3. Submit the Progress Report for Consulting Project #1 by 11:59PM (23:59) on Sun., Mar 6.
Week 8 – Mar 7 th – 13 th	Chapter 7 (International Strategy) 1. Complete the required readings and watch the video lecture for Chapter 7 2. Complete Connect Ch.7 Quiz by 11:59PM (23:59) on Sun., Mar 13.
Mar 14 th – 20 th	Spring Break
Week 9 – Mar 21 st – 27 th	Chapter 8 (Entrepreneurial Strategy and Competitive Dynamics) 1. Complete the required readings and watch the video lecture for Chapter 8 2. <u>Submit Consulting Project #1 and peer evaluation by 11:59PM (23:59) Fri., Mar 25.</u> 3. Complete Connect Ch.8 Quiz by 11:59PM (23:59) on Sun., Mar 27.
Week 10 – Mar 28 th – Apr 3 rd	1. <u>Complete Exam #2 covering Chapters 5-8, between 8AM (08:00) on Wed, Mar 30 and 11:59PM (23:59) on Sun., Apr 3.</u>
Week 11 – Apr 4 th – 10 th	Chapter 9 (Strategic Control and Corporate Governance) 1. Complete the required readings and watch the video lecture for Chapter 9 2. Submit “Relating to the Real World” assignment by 11:59PM (23:59) on Wed., Apr 6 if you chose ch.9, 10, 11, or 12. 3. Submit the Progress Report for Consulting Project #2 by 11:59PM (23:59) on Sun., Apr 10. 4. Complete Connect Ch.9 Quiz by 11:59PM (23:59) on Sun., Apr 10.
Week 12 – Apr 11 th – 17 th	Chapter 10 (Creating Effective Organizational Designs) 1. Complete the required readings and watch the video lecture for Chapter 11 2. Complete Connect Ch.10 Quiz by 11:59PM (23:59) on Sun., Apr 17.
Week 13 – Apr 18 th – 24 th	Chapter 11 (Strategic Leadership) 1. Complete the required readings and watch the video lecture for Chapter 11 2. <u>Submit Consulting Project #2 (Presentation) and peer evaluation by 11:59PM (23:59) Sun., Apr 24.</u> 3. Complete Connect Ch.11 Quiz by 11:59PM (23:59) on Sun., Apr 24.
Week 14 – Apr 25 th – May 1 st	Chapter 12 (Managing Innovation and Fostering Corporate Entrepreneurship) 1. Complete the required readings and watch the video lecture for Chapter 12 2. Complete the Exit Exam by Wed., Apr 27. 3. Complete Connect Ch.12 Quiz by 11:59PM (23:59) on Sun., May 1.
Week 15 – May 2 nd – 8 th	1. <u>Exam #3 covering Chapters 9-12, between 8AM (08:00) on Wed., May 4 and 11:59PM (23:59) on Sun., May 8.</u>
Week 16 – May 9 th – 13 th	1. <u>Submit Consulting Project Final Paper and peer evaluation by 11:59PM (23:59) on Mon., May 9.</u> 2. <u>Complete the survey for Capstone Consulting Project by 11:59PM (23:59) on Mon, May 9.</u>

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

Important University Dates:

January 18, 2022	Classes Begin for Spring Semester
January 20, 2022	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
February 2, 2022	Deadline to Drop 16-Week Classes with No Record
March 14-18, 2022	Spring Break (No Classes - Administrative Offices Open)
March 21, 2022	Class Schedule Published for Summer Semester
March 25, 2022	Deadline for Spring Graduation Application for Ceremony Participation
April 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office
April 4, 2022	Registration Opens for Summer Semester
April 8, 2022	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 16, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office
May 13, 2022	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 13, 2022	Spring Semester Ends
May 13, 2022	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 13, 2022	Deadline for Spring Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 14, 2022	Spring 2022 Commencement at Bell County Expo 7 PM

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. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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

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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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].

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](#) 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/pregnant-and-parenting-students.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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at

bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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].