

### Contact Information

Instructor: Melissa Medaugh  
Email: [mmedaugh@uncc.edu](mailto:mmedaugh@uncc.edu)

Office: TBA  
Office Hours:

- Tuesdays & Thursdays
  - 9-11:00 am
  - 4:30-5:30 pm
- By appointment

**Syllabus Contract:** This syllabus contains the expectations I have established for MGMT 3280 (Strategic Management), which are intended to yield a productive learning environment for all students. The policies and grading criteria detailed below are part of your “course contract” with me. At no point during the semester will we “renegotiate” any part of this contract because of a grade you earn.

**Please read the entire syllabus carefully before the first day of class to determine if you want to continue in this course section.**  
*You will be quizzed on your comprehension of this syllabus.*

### Course Description

MGMT 3280: Strategic Management (3 credit hours). A capstone course that emphasizes the synthesis and application of concepts from the functional business courses so students develop an understanding of organizations from the perspective of top level executives. Focuses on the role of top management in leading, planning, and decision-making to form effective organizational strategies that integrate internal processes and the economic, technological, ethical, political, and social forces affecting the organization. Prerequisites: Senior standing; BLAW 3150, COMM 3160, ECON 3125, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100; accounting majors are required to take BLAW 3150, COMM 3160, FINN 3120, INFO 3130, MGMT 3140, MKTG 3110, and OPER 3100 and earn a grade of C or above.

**NOTE:** This course requires approximately six hours of out-of-class student work each week for most of the semester, including required reading, library research, written assignments, projects, studying for quizzes and exams, team meetings, etc.

### Required Textbook, Simulation Program, & Other Materials

- **Required Textbook with Cases:** Dess, G. G., Lumpkin, G. T., Eisner, A. B., and McNamara, G. *Strategic Management with text and cases*, 8th edition, McGraw-Hill Irwin, 2016. ISBN-978-1-259-278211 \*\*\*You will need to bring your textbook to class every day.\*\*\*
- **Required Simulation:** Every student will need to register for the GLO-BUS simulation (\$44.95). Register at [www.glo-bus.com](http://www.glo-bus.com) after I assign teams. You will find your company registration code on Canvas once teams are assigned.
- Other required readings will be posted to Canvas & announced in class.

**CATT Statement:** All core courses in The Belk College of Business are committed to fulfilling one or more of four major competency areas identified by the letters CATT: **C**ommunication and Technology Skills, **A**daptability to Change, Globalization, and Diversity, **T**eamwork and Leadership, and **T**hinking, Integration, and Problem Solving. In the Department of Management, MGMT 3280 targets at least two of these competencies: 1) *Teamwork and Leadership* and 2) *Thinking, Integration, and Problem Solving*.

## Course Learning Objectives

---

This capstone course is designed to transition students away from reliance on lectures toward self-reliance, strategic thinking, and initiative taking. Below are the primary objectives for this course. *Be prepared to demonstrate objectives during class, in teams, in assignments, and on assessments.*

- Recognize and integrate key components and frameworks of the business curriculum (e.g., accounting, finance, marketing, management, and management science) to understand business policies, opportunities, and problems in different types of organizations;
- Develop a comprehensive understanding of the role of chief executive officer and/or high level executives tasked with solving complex problems in private and public organizations;
- Build skills in conducting strategic analyses in a variety of industries, including the capacity to think strategically about a company, its stakeholders, its business position, and how it can gain and sustain competitive advantage;
- Develop greater awareness of important ethical principles and ethical implications of decision making, including the value of corporate social responsibility; and
- Develop a stronger understanding of the competitive challenges in a global business environment.

## Course Grading

---

Grading Components	Points Possible	Point Tracker
<b>Individual Grade</b>	<b>390 points</b>	
Exam 1	50	
Exam 2	50	
Exam 3 (optional)	(50)	
Syllabus Quiz	10	
GLO-BUS Quizzes 1 & 2	20	
Individual Quizzes	50	
Individual Assignments	120	
Case Workshop Report	40	
CATME Performance Surveys	40	
Team Experience Reflection	10	
<b>Team Grade</b>	<b>260 points</b>	
Team Quizzes	25	
Team Assignments	60	
Team Concept/Case Study Presentation	50	
Team GLO-BUS Simulation	125	
<b>Final Grade</b>	<b>Total Points:</b>	<b>/ 650</b>

**A** – 585 or Above; **B** – 520 to 584 Points; **C** – 455 to 519 Points;  
**D** – 390 to 454 Points; **F** – Less than 390 Points

## **Readings & Class Preparation**

---

*You are expected to be an active partner in your learning.* I will not lecture extensively. **Class time will be used primarily for knowledge application and synthesis.** *You are required to read thoroughly before class and begin to digest key information.* If you are not prepared, then you severely limit your opportunities to perform well in class, learn new knowledge, and eventually apply this knowledge in the workplace. Your preparedness will be formally assessed in various ways, including pop quizzes and individual assignments.

**NOTE:** If you are having problems at all, please let me know! Send an email or schedule an appointment to talk about it. Nothing is gained (individually or collectively) when students are less than honest about their comfort with course material, assignments, or class discussion.

## **Individual Assignments, Exams, Quizzes, CATME Surveys, Extra Credit**

---

- **Exams** (50 pts each): There will be three (3) online exams administered throughout the semester, including an optional, comprehensive final exam. *Students must take the first two exams.* Your two highest exam scores will count toward your final grade. Exams are designed to test your knowledge of and ability to apply and synthesize course concepts. Exams will include multiple choice questions. *Exams will be administered online via Canvas* (see below for more information).

Exam material will be drawn from your textbook readings and other material covered in class, including case studies and student presentations. Regular class attendance is necessary to do well on the exam. Additionally, *some exam material will be covered in your textbook/assigned readings, but not covered in class.* As noted previously, class time will be dedicated to clarifying, applying, and synthesizing course concepts, thus solidifying and expanding upon the knowledge you gain by reading course materials. Exams represent a relatively small portion of the total course points, revealing how much I weigh experiential learning over rote memorization and regurgitation.

Canvas Exams: **On the day of the exam, there will be no class.** Exams are accessed online via Canvas and administered in the Respondus Lockdown Browser, which you will need to install before you begin the exam. Exams will be timed. All exams will open at 8:00 am and close at 5:00 p.m. on the exam date. Once the exam is started, you will have exactly the time allotted to finish the exam. *You cannot start the exam, stop, and finish it at a later time.* The clock begins to count down as soon as you open the exam. If you are still testing when time expires, the exam will close, and you will be graded on what you have completed to that point. To give yourself enough time, I suggest you begin exams no later than 4:00 p.m. Exams are open note, but not open book. You may not collaborate in any way or otherwise interact with another student during the exam or share information about exam content.

To ensure the exam goes smoothly, it is recommended by tech support that you take the exam on campus in available computer labs. Assess your technology needs early and prepare accordingly, including downloading all necessary software. *Malfunctioning technology is YOUR responsibility.*

**Participate in Student Exam Study Forum for Extra Points:** Three days before each exam, I will open a discussion forum on Canvas for students with specific content questions. The forum will be student led and provide a great opportunity for peer-to-peer learning. When a student poses a specific question about a concept, such as strategic analysis, the first student to *correctly and thoroughly* answer the question will earn an extra point on the exam. Students may also offer a thorough review of a specific concept. **You may earn up to two extra points per exam.** I will monitor the discussion forum and address any misinformation. The forum will be closed to new posts at 8:00 pm the night before the exam and hidden from view at 8:00 am on exam day.

- **Syllabus Quiz** (10 pts): I put great effort in setting course expectations through the syllabus and supporting materials (e.g., rubrics). To be most successful in this course, you should become familiar with these expectations. We will review the more involved course components in detail during class, but all information in the syllabus is important. This quiz will assess your understanding of key course expectations. Please pay close attention to how team projects are scored.
- **Individual Quizzes** (50 pts): In-class pop quizzes are common for this course. Quizzes will assess your knowledge about key terms and concepts from the reading assigned for the day. Quizzes may take different formats but will generally be either a series of multiple choice questions or a written prompt based on the reading(s). *If you are late or absent and miss the quiz, you will not have the opportunity to make it up.* However, your lowest quiz grade of the semester will be dropped.
- **Individual Assignments** (120 pts): Individual assignments are designed to prepare you to participate fully in class and determine the extent to which you understand and can integrate course concepts. Assignments may include online discussions, reflection memos, and others that demonstrate your knowledge of course material. I will regularly assign case study work, which is due before class. Please check Canvas for details about assignments announced in class.

**All individual assignments are due on the due date before class (unless otherwise noted).** *Late submissions will not be accepted for grading.* Malfunctioning technology is not a valid excuse.

**Submitting Documents on Canvas:** When individual assignment files are uploaded to Canvas, you should **use the following file name template: “LastName FirstName - AssignmentName”**. This is a huge pet peeve for me, so know ahead of time that ***points will be deducted if you do not follow this template.***

- **Case Workshop Report** (40 pts): After concluding coverage of course concepts, we will complete a final case workshop to synthesize learning over the semester. Students will produce a Case Workshop Report that summarizes each phase of the strategic management process and applies course concepts to the case. Students may work solo or with one other student to produce the report. A handout detailing more specific requirements will be made available on Canvas.
- **CATME Team Performance Surveys** (40 pts): We all must learn how to manage difficulties and work effectively in teams to achieve today’s competitive business goals. In the classroom, quality team experiences begin with projects that require interdependence and thoughtful selection of team members. Another way to foster positive team experiences is to provide

opportunities to voice difficulties with other members and resolve difficulties as a team. Accordingly, students will complete CATME surveys throughout the semester to rate their team performance experiences. Each team member will evaluate her/his contributions to the team and other members' contributions, as well as interactions and satisfaction with the team. The CATME surveys offer insight into team functioning throughout the semester and provide documentation to support individual team member evaluations of project performance, so please be as honest and reflective as possible. I will not share individual members' ratings of other members; however, I will consider these real-time insights when evaluating end-of-project team member ratings.

**IMPORTANT:** Teams should attempt to work through their difficulties but come to me if there is unresolved conflict. In extreme cases, I will approve a team's decision to "fire" a team member. *Team members engaged in chronic social loafing may be reassigned or required to work solo.*

**\*\*CATME Rater Training Practice:** You must earn a satisfactory score of 80% on the CATME Rater Training practice to receive points for any Team Performance Survey. If you take a Team Performance Survey without satisfactorily completing the Rater Training practice, the performance survey will count as a missed survey.

**\*\*Missing Surveys:** It is important to catch problematic team experiences early, which means CATME surveys are valuable tools in team-based courses. The cost of missing a CATME survey reflects this position: *If you miss two CATME surveys, you will only receive 20 points for the grade category. If you miss three or more CATME surveys, you will receive a zero for the grade category.*

- **Team Experience Reflection** (10 pts): Reflect on your team experience throughout the semester. Include a reflection about the positive and negative aspects of your team experience, as well as ways that you and other team members contributed to team functioning and outcomes. Typed papers should be 2-3 full pages double-spaced.
- **Extra Credit:** Extra credit opportunities *may* be offered throughout the semester and involve participation in organizational research. If a research opportunity is presented, I will also offer an alternative assignment. I will not accept proposals for extra credit. Other opportunities are available to earn extra points for assignments, projects, and exams. See those sections for more details.

### **Team Assignments, Team Quizzes, Team Projects**

---

At the beginning of the semester, I will assign you to a team. Your team will work together throughout the semester. A substantial percentage of your course grade (40%) is dependent on how well your team performs and your individual contribution to your team's performance, which will be evaluated by you and your teammates. You will work on assignments in teams many days throughout the semester.

**NOTE:** *There is no room for social loafing in this class! Team members engaged in chronic social loafing may be reassigned or required to work solo.* Individual preparation for team assignments and projects will be assessed often and affect the Individual Grade component of your total course grade. Team members will also assess each other's contributions to the work, as well as their own. These contributions are considered in calculating the grade individual students earn for the Team Grade

component of your total course grade. This means students on the same team may earn different grades, depending on their contributions to the final work product. Please spend time reviewing the team project calculation formula in the grading document.

- **Team Assignments (60 pts):** Throughout the semester, your team will work on assignments during class. Assignments may include concept maps, case study responses, etc. related to course content. While the bulk of work will be completed in class, teams unable to complete their assignments within that time frame may need to coordinate work outside of class. **All team assignments are due at 8 pm the day of class (unless otherwise noted).** Late assignments will not be accepted.

*Submitting Assignments on Canvas:* All team assignment files uploaded to Canvas should use the following file name template: “**TeamName\_AssignmentName**”. This is a huge pet peeve for me, so know ahead of time that *points will be deducted if you do not follow this template.*

- **Team Quizzes (25 pts):** After in-class individual quizzes are administered and collected, teams will immediately retake quizzes as a group. Team members discuss quiz questions to build consensus and choose the correct answers. Team quizzes provide an important peer-to-peer learning opportunity. *If you are late or absent and miss the individual quiz, you will not have the opportunity to take the team quiz.* However, your lowest team quiz grade will be dropped.
- **Team Projects:** Teams will complete two (2) projects. I will provide opportunities during class time for teams to work together on these projects, but you may need additional time outside of class to complete your work. Below I describe each project. A handout detailing the requirements for each project will be made available on Canvas.
  1. **Team Concept/Case Study Presentation (50 pts):** Each team will introduce a key course concept and guide a corresponding case study discussion. I will model the case study approach in class when we cover early course concepts. **Teams may earn up to 5 bonus points for outstanding presentations.** *All students are expected to read case studies in preparation for class and complete all related assignments.* Teams should submit their presentation materials at least 24 hours before their presentation day.
  2. **Capstone Team GLO-BUS Simulation, Presentation, and Brief (125 pts):** MGMT 3280 serves as a capstone course for business students. As such, successful completion of the course requires students to be well prepared to understand organizational challenges from a top management perspective. The GLO-BUS simulation is designed to provide “real-world” decision-making and strategy challenges in a competitive and uncertain environment. GLO-BUS provides an opportunity for you to integrate past learning in key business disciplines (e.g., marketing, R&D, production, operations, finance, HR). Students generally find GLO-BUS to be a valuable part of their learning experience and preparation for their careers. Teams will have simulation work each week, present a critical review of their experience in an end-of-semester presentation, and produce a final brief. **Teams may earn up to 10 bonus points for in-depth, outstanding presentations.** See Canvas for examples.

**NOTE:** When you are the audience for your classmates' presentations, you should analyze what they present from the perspective of a business executive and offer substantive comments and suggestions. All students are expected to be conscientious organizational citizens and attend all team presentations. ***Your overall course grade will be reduced one percent for each presentation missed after the first missed presentation. We may have multiple presentations during one class, which means your absence for one day may result in reductions for each presentation of the day.***

## Grading

**Individual and Team Assignments:** Below is a basic rubric for most assignments. The point values allocated will depend on the total points possible for the assignment. Note that not all assignments will receive a grade but instead, will receive detailed feedback. This detailed feedback will help you improve deliverables to meet course expectations regarding substantive and specific application of concepts.

Above expectations	Extra points	Exceptionally thorough and well written (choice of words, grammar, punctuation, organization, etc.). Ideas are exceptionally substantive and provide major insights, demonstrating superior command of concept knowledge and ability to synthesize knowledge. Positions are presented in an exceptionally persuasive manner. Superior quality of written expression.  Examples: 5 credit assignment will earn 6 credits; 10 credit assignment will earn 12 points.
Adequately meets expectations	Full credit	Thorough, well written, shows good preparation and organization, and adequate command of course concepts. Ideas are substantive and thoughtful. Positions are presented in a persuasive manner. Meets expectations in terms of the quality of written expression in a senior level, capstone course.
Does not meet expectations	Less than full credit	Not thorough and demonstrates low level of preparation and command of course concepts. Ideas are less substantive and provide few insights. Positions are less persuasive. May not meet expectations in terms of the quality of written expression in a senior level, capstone course.
Unacceptable	No credit	Not submitted or not submitted on time.

**Team Projects:** Team Project grades consist of the respective total points from two subcategories: Team Project Total and Individual Contribution Score. To understand how these projects will be graded, please review the following examples.

**Example A:** Team A does an excellent job on their GLO-BUS project and earns a *Team Project Total* of 120 points out of 125. Team Member A was an active contributor to each decision round and to the final

presentation, offered many high-quality ideas, and completed work on time. In addition to the weekly CATME surveys, team members completed a separate survey to evaluate each other's specific contribution to the GLO-BUS project. Each team member gives contribution points to the others and her/himself. Contribution points are then summed, which becomes the member's *Individual Contribution Score*. Team A members gave 25 out of 25 possible contribution points to Team Member A for her/his specific contribution to the Team Consulting Project, which equals 100% of the possible contribution points. Accordingly, Team Member A earns 100% of the Team Project Total.

*Team Project Total (120 points) x Individual Contribution Score (25/25 points = 100%)*  
= Team Member A's *Team GLO-BUS Project* grade: 120 out of 125 possible points (96%)

**Example B:** Team Member B missed multiple Team Days, did not respond quickly to team communications, and played a limited role in making company decisions. The team also felt rushed when creating their presentation because Team Member B's work arrived late, and the quality of work was poor. These concerns were documented by multiple team members on their CATME surveys. Team A members gave 15 out of 25 possible contribution points to Team Member B for her/his specific contribution to the GLO-BUS project, which equals 60% of the total possible contribution points. Accordingly, Team Member B earns 60% of the Team Project Total.

*Team Project Total (120 points) x Individual Contribution Score (15/25 points = 60%)*  
= Team Member B's *GLO-BUS Project* grade: 72 out of 125 possible points (57.6%)

**Late Work:** Team assignments ONLY will be accepted late under the conditions described below. *No other assignments will be accepted late, including individual work and team projects.*

1. Team assignments will receive a **20% point reduction for each day late**. For example, an assignment turned in after the due date and time (e.g., Tuesday after 8:00 pm) immediately loses 20%; an assignment turned in the following day (e.g., Wednesday after 8:00 pm) loses 40%.
2. Each late team assignments must be accompanied by a detailed, thoughtful essay *from each team member* explaining why the assignment is late and how the team may avoid late work in the future. Technology difficulties are unacceptable excuses for late work.
3. Team assignments more than two (2) days late will not be accepted. For example, an assignment due on Tuesday (8 pm) will not be accepted after 8:00 pm on Thursday.

## **Communications Etiquette**

---

*Email is effective for short, concrete messages and closed-ended questions. However, a face-to-face conversation is the most effective and preferred way to communicate when you have more involved questions, need specific feedback, etc. You're always welcome to stop by during office hours or make an appointment. Please contact me if you have questions or need assistance. I'm available to help!*

**Formatting your emails:** Help me help you faster by clarifying the purpose of your email with a clear subject line and using proper grammar and punctuation in text. Text messaging codes are unacceptable. *Improperly formatted communications may get lost in the sea of many emails I receive daily.* Also, remember that being courteous facilitates understanding 😊. Here are some ways to ensure your emails are formatted for prioritization and quick response:

- **Email Subject Line:** Course/section number, topic (Example: MGMT 3280-01 Case 1)
- **Formal Grammar:** Professional, formal grammar, spelling and punctuation is expected in all email messages to reflect the professionalism you will be expected to demonstrate in your career.
- **Signature Block:** Your email signature block should be helpful to others trying to contact you. I suggested you consider including information such as: Name, Email Address, Phone number.

**Note:** In the spirit of mutual courtesy, my goal is to respond to all student emails within 24 hours (excluding weekends). *Please plan accordingly to avert crisis!* If you have not heard back from me within 24 hours, please resend your email because I likely did not receive or may have missed it.

### **Asking Questions about Grades Course Material, Assignments, and Exams**

---

- **Questions about grades:** Please schedule an appointment with me to discuss the merits of your work and score assigned, but do not wait until the end of the semester. *Questions about grades must be discussed with me within two class periods after receiving the graded work.*
- **Questions about course materials, assignments, and exams (not your grade):** When you have questions about course material, assignments, or exams, please ask them IN CLASS. *If you have a question outside of class, you are expected to post your question(s) to the “Course Q&A Forum” on Canvas for all students to see.* Your peers and/or I may answer your question(s). Asking questions in class or posting to the Course Q&A Forum presents an opportunity for all students to benefit from the answer provided.

**NOTE:** You are responsible for listening to assignment instructions in class, noting my answers to questions your peers pose in class, and accessing other resources about assignments posted to Canvas (e.g., instructions, rubrics). For example, formatting requirements for all projects will be detailed in documents available on Canvas and discussed in class. Students should refer to those documents and their notes from class *before asking* me questions about formatting.

### **Attendance Policy**

---

**You are in charge of your own destiny in this class!** Daily attendance and active participation in the class is expected. Although I am not technically giving points for attendance, *not attending will negatively affect your course grade.* You will miss important class discussions and activities that cannot be made up. Additionally, absences will affect your performance evaluations by team members. As noted previously, missing presentation days will also decrease your grade.

**Absences:** If you miss an exam, assignment, or quiz, you will receive a “zero” unless you have an *excused absence that is documented and verified by the Dean of Students.* Generally, absences due to documented and verified medical, psychological, and personal crisis situations may be excused. Military absences and absences by University representatives participating in an athletic or out-of-town event are also excusable when the student provides advance notification and documentation.

An absence, excused or unexcused, does not relieve a student of any course requirement. In the case of an excused absence: It is your responsibility to reschedule any missed exams and submit make up work within two days of returning to school, unless the documented circumstances surrounding your absence are extraordinary and merit additional time. You are also responsible for accessing class notes from another student. Quizzes cannot be made up. The first missed quiz will count as your dropped quiz. If you miss two or more quizzes due to an excused absence, you will need to complete an alternate assignment to make up quiz points. In-class assignments may also be difficult to make up. If so, you will be provided an alternative assignment.

**Drops/Withdrawals:** Students should be aware of key withdrawal dates. The “Last day to add, drop with no grade” for the Spring 2019 session is January 16, 2019. The “Last day to withdrawal from course(s); grade subject to Withdrawal Policy” for the Spring 2019 session is March 19, 2019. Please check all University policies regarding your withdrawal options and associated consequences.

## Statement on Diversity

---

*The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.*

## Statement on Disability Accommodations

---

*UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.*

## Academic Integrity

---

Students have the responsibility to know and observe the requirements of *The UNC Charlotte Code of Student Academic Integrity*. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. *Standards of academic integrity will be enforced in this course.* Students are expected to report cases of academic dishonesty to the course instructor. All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>.

## Plagiarism Detection

---

**I have zero tolerance for plagiarism!** I have reported and failed past students for plagiarism violations.

Plagiarism, as defined in the UNC Charlotte code of student academic integrity is:

- a) Submitting the work of another as your own.
- b) Directly quoting from a source without proper citation or use of quotation marks.
- c) Paraphrasing or summarizing another's work without acknowledging the source.
- d) Using facts, figures, graphs, charts, or information without acknowledging the source.
- e) Purchasing and/or copying commercial term papers or other course work and submitting as your own.

**\*At minimum, students who plagiarize will be reported to the Dean of Students and earn a “zero” on the assignment. The possibility of more severe penalties (failing the course, expulsion from the university, etc.) will depend on the egregiousness of the offense.**

VeriCite Plagiarism Detection Service: The University has contracted with VeriCite for plagiarism detection services. As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to VeriCite for the detection of plagiarism. Such works will be included as source documents in the VeriCite reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to VeriCite without a student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; and/or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

## **Classroom Conduct**

---

I will conduct this class in an atmosphere of mutual respect. I encourage and expect your active participation in class discussions. Each of us may have strongly differing opinions on various topics of class discussions. *Conflicting opinions drive creative and critical thinking and is valued in the classroom.* Indeed, the conflict of ideas is encouraged and welcome. The orderly and respectful questioning of others' ideas, including mine, is similarly welcome.

However, I will exercise my responsibility to manage discussions to ensure ideas and debate may proceed in an orderly, respectful fashion. You can expect that a student who seriously disrupts the atmosphere of mutual respect I expect in this class, *and you deserve*, will not be permitted to participate further and will receive zeros for the day's assignments.

**Electronics:** Cell phones will be used when taking quizzes and polls in class. *When not being used for this course purpose, cell phones must be silenced and removed from view.* If there is an emergency situation, please discuss with me prior to class. Laptop computers and tablets may be used during class. However, *non-course related web-surfing, work for other courses, email, chatting, social networking, and other internet-based uses (e.g., listening to music, watching video clips) are prohibited because these activities do not support learning in the classroom.* **Video/audio recordings of lectures in any format is explicitly prohibited.** If you require accommodation, please speak with me about your needs.

Violation of this electronics policy without prior approval may result in removal of class for the remainder of the class period and zeros for the day's assignments.

## **Instructor Copyright Ownership of Course Materials**

---

My lectures and course materials, including presentations, assignments, tests, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of University Policy 406, The Code of Student Responsibility.

## **Food Insecurity Statement**

---

Food insecurity is defined by the USDA as “a lack of access to enough food for an active, healthy life.” Food insecure categories include reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on-campus food pantry. The Jamil Niner Student Pantry (JNSP) is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester. Please see the website at <https://ninerpantry.uncc.edu/> for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

## **Revisions to Syllabus**

---

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be made by announcement in class and on the Canvas site. All changes to the syllabus will be highlighted in a different color font.

## Tentative Course Schedule

Date	Topic	Readings	Deliverables
<b>Week 1</b> Jan. 10	Course Introduction	All syllabus materials	
<b>Week 2</b> Jan. 15	Overview of Strategic Management	Chapter 1	<u>Individual</u> Take Syllabus Quiz before class.  *1/16/19: Last day to add/drop with no grade
Jan. 17	Analyzing Strategic Management Cases	Chapter 13	<u>Individual</u> Complete CATME Team Maker Survey.
<b>Week 3</b> Jan. 22	<b>EXAM 1 – NO CLASS</b> Review Chapters 1 & 13 plus in-class content		
Jan. 24	Project Review  Team Meetup	All project documents  All GLO-BUS materials	<u>Individual</u> 1) Register for GLO-BUS account. 2) Successfully complete CATME Rater Training.  All due before class.
<b>Week 4</b> Jan. 29	Strategic Analysis: External Environment	Chapter 2  Case 2: Boehm	<u>Individual</u> Complete GLO-BUS Quiz 1 before class.
Jan. 31	Strategic Analysis: External Environment (cont.)		<u>Individual</u> Complete CATME Team Performance Survey 1 due before class.
<b>Week 5</b> Feb. 5	<b>TEAM DAY – NO CLASS</b>		<u>Team</u> 1) Submit detailed team plan for projects. 2) Complete GLO-BUS Practice Year 6.  All due by 8pm.
Feb. 7	Strategic Analysis: Internal Environment  Team Presentation 1	Chapter 3  Case 9: Jamba Juice	
<b>Week 6</b> Feb. 12	Strategic Analysis: Internal Environment (cont.)  Team Presentation 2	Case 24: Nintendo Wii U	<u>Team</u> Complete Year 6 GLO-BUS by 8 pm.
Feb. 14	Strategic Formulation: Business-Level Strategy  Team Presentation 3	Chapter 5  Case 32: General Motors	
<b>Week 7</b> Feb. 19	Strategic Formulation: Business-Level Strategy (cont.)  Team Presentation 4	Case 7: Weight Watchers	<u>Team</u> Complete Year 7 GLO-BUS by 8 pm.
Feb. 21	Strategic Formulation: Corporate-Level Strategy  Team Presentation 5	Chapter 6  Case 31: Johnson & Johnson	<u>Individual</u> Complete CATME Team Performance Survey 2 before class.

<b>Week 8</b> Feb. 26	Strategic Formulation: Corporate-Level Strategy  Team Presentation 6	Case 20: eBay	<u>Individual</u> Complete GLO-BUS Quiz 2 before class.  <u>Team</u> Complete Year 8 GLO-BUS by 8 pm.
Feb. 28	<b>EXAM 2 – NO CLASS</b> Review Chapters 2, 3, 5, & 6 plus in-class content		
<b>MARCH 4-8: HAPPY SPRING BREAK!</b>			
<b>Week 9</b> Mar. 12	<b>TEAM DAY – NO CLASS</b>		<u>Team</u> Complete Year 9 GLO-BUS by 8 pm.
Mar. 14	Implementing Corporate Strategy  Team Presentation 7	Case 21: Yahoo	<u>Individual</u> 1) Complete CATME Team Performance Survey 3 before class.
<b>Week 10</b> Mar. 19	Strategic Implementation: Control and Corporate Governance  Team Presentation 8	Chapter 9 (pp. 278-292)  Case 15: Zynga	<u>Team</u> Complete Year 10 GLO-BUS by 8 pm.  *3/19/19: Last day to withdraw from course(s); grade subject to Withdrawal Policy
Mar. 21	Strategic Implementation: Strategic Leadership  Team Presentation 9	Chapter 11  Case 26: Proctor & Gamble	
<b>Week 11</b> Mar. 26	Strategic Implementation: Strategic Leadership  Team Presentation 10	Case 3: American International Group	<u>Team</u> Complete final Year 11 GLO-BUS by 8 pm.
Mar. 31	Final Case Workshop	Case 33: Ford	<u>Individual</u> Submit case work before class.
<b>Week 12</b> Apr. 2	Final Case Workshop (cont.)		<u>Individual</u> Submit case work before class.
Apr. 4	GLO-BUS Peer Consultations		<u>Individual</u> Complete CATME Team Performance Survey 4.  <u>Team</u> ALL TEAMS: Submit all preliminary GLO-BUS materials.  All due before class.
<b>Week 13</b> Apr. 9	GLO-BUS Peer Consultations (cont.)		
Apr. 11	GLO-BUS Wrap-Up Appointments		<u>Individual</u> Submit Case Workshop Report by 8 pm.
<b>Week 14</b> Apr. 16	<b>FINAL COMPREHENSIVE EXAM (OPTIONAL) – NO CLASS</b> Review Chapters 1-3, 5-6, 9 (pp. 278-292), 11, & 13 plus in-class content		

Apr. 18	TBA	
<b>Week 15</b> Apr. 23	GLO-BUS Presentations	<u>Team</u> ALL TEAMS: Submit all final GLO-BUS materials before class.
Apr. 25	GLO-BUS Presentations	<u>Individual</u> Complete CATME Team Performance Survey 5 before class.
<b>Week 16</b> Apr. 30	GLO-BUS Presentations	
<b>Week 17</b> May 7	<b>SEMESTER-END DELIVERABLES</b>	<u>Individual</u> 1) Submit Team Experience Reflection Paper. 2) Complete GLO-BUS Peer Evaluation Survey.  All due by 1:30 pm.