

University of West Georgia, Richards College of Business
MGNT 4660: Strategic Management
Spring Semester 2016

Sec. # E02 On-Line

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Office hours: Tue & Thu 8:00a – 11:00a,
1:00 pm – 2:00 pm, 3:30 pm – 4:30 pm
by appointment or email at other times

PREREQUISITES: FINC 3511 and MGNT 3600 and MKTG 3803 and (ECON 3402 or MATH 2063) and ACCT 2101 and ACCT 2102 and BUSA 2106 and CISM 2201 and ECON 2105 and ECON 2106

CREDIT HOURS: 3

This course will be delivered entirely at a distance with the exception of the two proctored exam sessions. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Discussion posts: 600 minutes

Audio/video files: 600 minutes

Exams: 200 minutes

Other online assignments/activities/readings/assessments: 850 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities (i.e., 4500 minutes of supporting activities).

COURSE DESCRIPTION: This course offers an integrative approach to the study of the total enterprise from the executive management's point of view--the environment in which it operates, the direction management intends to head, management's strategic plan and the task of implementing and executing the chosen strategy. The course is designed to equip the student to analyze and respond effectively to complex, real-world challenges that managers face as they make decisions about a business' strategy. The course covers the analysis of external environmental changes, internal organizational governance and resource allocation mechanisms, and competitive positioning in the formulation of a strategy to create a position of sustainable competitive advantage. The course focuses on the job, perspective, and critical skills of the general manager.

COURSE FORMAT: **This is a fully online course. However, students are required to take two proctored exams during the semester in which they will need to come to the UWG campus or an approved proctoring location.** More information about the proctored exams and their dates is located in the syllabus under the section Course Evaluation, Details about Assignments and the Class Schedule. Students are required to use CourseDen throughout the semester to support faculty-to-student and student-to-student interaction, including but not limited to discussion boards, announcements, email, individual/group work, submitting assignments, etc. Students will also use the on-line simulation Glo-Bus, accessed through www.glo-bus.com (further discussed in "Course Materials" and "Details about Assignments").

The following technology will be needed for completing this class successfully:

- Access to a personal computer (PC or MAC) with speakers
- High-speed internet service (DSL, Cable, etc.) is strongly recommended. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be difficult and cumbersome without high-speed internet service.
- Software requirements: Microsoft Office 2007 or higher (available for free through UWG ITS), Adobe Reader, BlackBoard Collaborate, and other potentially required downloads listed in CourseDen (D2L). The Globus simulation requires access to the Internet with a Web browser (such as Internet Explorer, Firefox, or Safari) and Flash 10.3 (or later). (If your PC lacks the needed Flash version, the Globus system will automatically direct you to the Flash site where the latest version can be downloaded and installed free of charge.)

COURSE OBJECTIVES: The major objective of this course is to give students the opportunity to analyze complex business situations and require them to integrate their knowledge of all areas of business. The course helps students to learn the concepts and issues associated with the strategic management of an organization and to hone analytical skills in integrating knowledge of the functional areas of business in order to more fully understand the role of an upper-level manager. While the course is practically oriented, theory is used as the basis for good practice. Specific learning objectives for the course include:

1. To develop your capacity to think strategically about a company, its business position, how it can gain sustainable competitive advantage and formulate plans to ensure organizational viability. (BBA 4, BBA 6)
2. To develop skills using strategic and functional level analytical tools in a variety of companies and industries to facilitate the development and implementation of effective business strategy. (BBA 2, BBA 4)
3. To integrate and synthesize knowledge gained in business core courses into a comprehensive approach to managing a multifunctional business organization. (BBA 4, BBA 6)
4. To organize and present strategic and operational information appropriate to professional standards and practices. (BBA 1, BBA 3)

The course will use a combination of textbook content, explanations and exercises posted on-line, case studies of actual corporations, class discussion boards, team project, and examinations to accomplish these objectives.

COURSE MATERIALS:

Required Textbook: *Mastering Strategic Management*. 2011. Version 1.0. Dave Ketchen and Jeremy Short. Flat World Knowledge (www.flatworldknowledge.com). eISBN: 978-1-4533-3238-2.

The textbook is available as a free pdf posted on CourseDen.

Students also have the option to purchase the textbook in several digital formats or to order a printed book. These options range in price from \$24 to \$139. All of the options include access to study aids like flash cards. The textbook is accessible using this course URL which is unique for our class:

<https://students.flatworldknowledge.com/course/2473547>

If the link above does not work, you can go to the Flat World Knowledge website (www1.flatworldknowledge.com), click on the “Buy My Book” orange button at the top of the main page, then search by professor, school, course, or book name.

Required Simulation: GLO-BUS Strategy Simulation. Registration fee of \$44.95 through www.glo-bus.com. You will need a team-specific registration code provided by the instructor in order to register. Instructions for accessing the simulation will be provided in class.

Articles and Cases: Cases and articles available from your professor are posted on CourseDen.

CourseDen: Throughout the semester, announcements and assignments may be posted on CourseDen. Students should check CourseDen frequently.

TECHNICAL SUPPORT FOR COURSE MATERIALS: Technical support is available for the systems you will use in this course.

For assistance with CourseDen, there are several ways to contact the university’s online Help Desk.

E-mail: online@westga.edu

Call: UWG Online Helpdesk, M-F 8 am – 5 pm, 678-839-6248 or 1-855-933-UWGO (8946)

Online Chat: <http://uwgonline.westga.edu/uwgonline/chat-with-us.php>

CourseDen assistance is also available through the Help Desk of the University System of Georgia at:

24-Hour Help: CourseDen (D2L)

Toll-free 1-855-772-0423

<https://D2Lhelp.view.usg.edu>

Glo-Bus technical support is available via email within the Glo-Bus system. Click on the “Send us a message” button at the bottom of the main page or the “Support” button in the top right corner. (Note that the UWG help desk will NOT be able to assist you with Glo-Bus.)

COURSE STRUCTURE

The content material for the course is organized into five modules or units. The first unit will get you started with the set-up of the course. The textbook chapters are distributed across Units 2 – 5 as follows:

Module 1: Introduction

Module 2: What is Strategy? – Chapters 1 and 5

Module 3: SWOT and Strategy Formulation – Chapters 2, 3, and 4

Module 4: Competition, Cooperation, Globalization, and Corporate Strategy – Chapters 6, 7 & 8

Module 5: Organization Design and Governance – Chapters 9 and 10

There is a separate folder on CourseDen for each module. Each folder contains a checklist for the module that identifies all of the work you should complete for that module. The PowerPoint files, cases, articles, and any videos posted for you will be included in the appropriate module folder.

COURSE EVALUATION

COURSE EVALUATION CRITERIA

Exam 1 (Chapters 1, 2, 3, 4, 5)	225 points	22.5%
Exam 2 (Chapters 6, 7, 8, 9, 10)	225 points	22.5%
Simulation Team Project:		
I. Simulation Score (a team grade, adjusted for participation)	175 points	
II. Individual Components		
(1) Simulation Quiz 1 (covering the Glo-Bus mechanics)	35 points	
(2) Simulation Quiz 2 (covering financial performance metrics)	35 points	
(3) Individual Written Report	<u>130 points</u>	
Total Simulation Points	375 points	37.5%
Discussion Board Posts (25 points per assignment x 5)	125 points	12.5%
RCOB Field Exam	50 points	5%
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Total Course Points	1000 points	100%
Extra Credit Opportunity (Optional):		
Watch a PBS video and write a one-page paper (further details below)	25 points	

DETAILS ABOUT ASSIGNMENTS

EXAMS: There will be two exams that must be taken in a proctored environment. Both exams will be administered at the UWG Carrollton campus in a Miller Hall RCOB classroom free of charge. Alternatively, students can choose to take the exams at an approved off-campus testing site (for a fee paid to that site -- fees may vary anywhere from \$10 to \$50 or higher). There are approved testing locations around the state of Georgia and throughout the United States. Arrangements may also be made for testing centers not currently on the approved list. All off-campus testing requires both approval and a minimum of a two-week notice to coordinate. Please see this link for additional information if you intend to take your exams at a location other than the scheduled classroom:

<http://uwgonline.westga.edu/exams.php>

Students who use the West Georgia testing center through specific accessibility accommodations should also contact the professor at least two weeks prior to an exam to complete the arrangements.

Exam 1 will be offered for free at three times, and students may choose any one of the times:

Tuesday, March 1, 5:30 pm – 7:00 pm, Miller Hall RCOB 2213

Wednesday, March 2, 2:00 pm – 3:20 pm, Miller Hall RCOB 2214

Wednesday, March 2, 5:30 pm – 9:00 pm*, Miller Hall RCOB 2214

*Note the extended block of time. Students may begin at any time during the block.

Exam 2 and the RCOB case exam will be offered for free at several times across three days, and students may choose any one of the times:

Monday, April 25 evening, 8:00 pm - 10:30 pm, Miller Hall RCOB 2213

Tuesday, April 26 morning, 11:00 am – 1:30 pm, Adamson Hall 115

Tuesday, April 26 afternoon, 2:00 pm – 4:30 pm, Miller Hall RCOB 2202

Tuesday, April 26 evening, 5:00 pm – 7:30 pm, Miller Hall RCOB 2213

The blocks of time are typically longer than most students need for completing the exams. Therefore, it is permissible to start the exam later than the start time listed for each block if a student's schedule conflicts with the beginning time for an exam. Each student must show photo identification (such as university ID or state driver's license) when turning in an exam.

The exam format will typically consist of some combination of multiple choice, problems, short answer and/or essay questions. The exam questions will cover material from the textbook, cases, articles and unit exercises.

Make-up exams will be given only in the event of a university-accepted documented circumstance (including, for example, illness, required participation in University-sanctioned function, religious holiday, death in the family). In the event of a university-sanctioned activity, written and verifiable notification of the activity must be provided and validated by the instructor at least 72 hours prior to the scheduled exam. In the event of a medical absence, a written and verifiable note stating that you were physically unable to take the exam as scheduled must be presented to the instructor no later than 72 hours after the exam. Other hardship cases will be considered with acceptable notification.

SIMULATION TEAM PROJECT: During the semester, each student will participate in a simulation project (either working alone or in groups of 2 – 4 members) managing a company in the Glo-Bus Strategy Simulation. Companies in the simulation are competitors in the digital camera industry. Students can choose teams, or the instructor will assist in forming teams based on information provided by each student on the Student Data Form. This Student Data Form is included in the Unit 1 folder on CourseDen and should be completed and submitted electronically by Sunday, January 17. Once the teams have been formed, each student will be given a registration code to sign-up to participate in the simulation (register at www.glo-bus.com). You will not be able to register without your individual code.

The simulation will begin with two practice rounds which are not graded. There will then be eight rounds of decisions that are used in computing the grade for the simulation. Each decision period covers a year for the company you are managing. Because you are given five years of historical performance information, the eight decision rounds are designated as Year 6 through Year 13. During the specified weeks of the course, one simulation decision will be due each week by Friday at 8 pm. These deadlines are noted in the Course Schedule at the end of this syllabus.

So that students have a chance to see how their simulation experience relates to actual business practice, each student will also choose a real-world digital camera company for analysis. An environmental assessment and performance analysis for this company will be included in the report due at the end of the semester. Members of the same Glo-Bus team do not have to choose the same real-world company. Choose one of the following companies: Canon (www.canon.com), Casio (www.casio.com), Fujifilm (www.fujifilm.com), Kyocera (global.kyocera.com/company/), Nikon (www.nikon.com), Olympus (www.olympus-global.com), Panasonic (www.panasonic.com), Ricoh (www.ricoh.com, makes Pentax cameras), Samsung (www.samsung.com), Sony (www.sony.com).

Grades will be assigned for the performance in the on-line simulation and the individual's final report. Adjustments to the simulation grade will be made for participation. In some cases, these adjustments can be severe.

Simulation participation assessment for student working in groups: Each team member will evaluate the other team members at the end of the project. These peer evaluations should reflect the contributions of each team member. Based on the peer evaluations, appropriate adjustments to individual grades for the on-line simulation will be made where necessary. I urge the teams to decide, at

the beginning of the project, what will be an acceptable level of contribution, and I encourage each individual to contribute your share to the team project. Your participation in the simulation project is your responsibility, not your team's responsibility. Entire teams that do not log-in to the system for two or more graded decision rounds can expect a 5% (i.e., one-half a letter grade or 9 points) reduction in the simulation grade for each round they have failed to log-in.

Simulation participation assessment for student working alone: For individuals working on the simulation alone (a group of one), simulation grades may also be adjusted based on an assessment of participation. The Glo-Bus system indicates when a student logged in to the system. Students who fail to log-in for two or more graded decision rounds can expect a 5% (i.e., one-half a letter grade or 9 points) reduction in the simulation grade for each round they have failed to log-in.

Details of the simulation project assignments are provided below:

On-Line Simulation Grade (175 points): The simulation grade will be based on the team's performance in its Glo-Bus industry. Each industry will consist of either eight or twelve companies/teams (depending on the number of teams in the class). The Glo-Bus system calculates a score for each team based on performance factors such as the company's profitability and return on equity. To encourage active participation in and attention to the simulation throughout the semester, the simulation grade will be computed as an average of the scores for Years 7, 9, 11, and 13. This Glo-Bus score will be the team's grade for each year unless the score falls below a pre-set floor grade. The floor grade will be based on the team's rank in the industry at specified times (i.e., decision years) during the simulation. The team will receive the higher of the two scores: the score calculated by Glo-Bus or the floor score. For example, the floor grade for the lowest ranked team in the industry will be 72% (a "C") or 126 points out of 175 points. If, however, the lowest ranked team earns a Glo-Bus performance score of 85%, then that team's grade would be 85% or 149 points out of 175 points. The floor grade for the highest-ranked team in the industry is 100% or 175 points. If, however, the highest-ranked team earns a Glo-Bus performance score of 105%, then that team's grade would be 105% or 184 points. Additional details regarding the grading plan are provided in the Unit 1 course introduction slides.

Simulation Quizzes (2 quizzes, 35 points each): Within the Glo-Bus system, there are two quizzes scheduled. Quiz 1 covers the mechanics of the Glo-Bus industry, just as you would need to understand the industry environment of a real-world company you were managing. Quiz 2 covers the mechanics of financial performance reporting and the use of financial reports as feedback for strategic decisions. Each student should complete these quizzes individually. These are open-note quizzes, meaning that you can use the Glo-Bus description information and the help screens while completing the quizzes. There is a system-imposed time limit for each quiz. The deadlines for completing each quiz are shown in the Glo-Bus system and on the Course Schedule at the end of this syllabus.

Individual Report (130 points): Each student will prepare an Executive Summary package. This assignment will be written individually, and the grade will be assigned individually. This package will include:

(a) Executive Summary that includes (i) a report of your simulation company's strategy and performance and (ii) a report of your real-world digital camera company's strategy and performance. Part ii gives students a chance to see how their simulation experience relates to actual business practice. Each student will choose a real-world digital camera company for analysis. An environmental assessment and performance analysis for this company will be included in the report due at the end of the semester. Choose one of the following companies: Canon (www.canon.com), Casio (www.casio.com), Fujifilm (www.fujifilm.com), Kyocera (global.kyocera.com/company/), Nikon (www.nikon.com), Olympus (www.olympus-global.com), Panasonic (www.panasonic.com), Ricoh (www.ricoh.com, makes Pentax cameras), Samsung (www.samsung.com), Sony (www.sony.com). Do **not** compare your simulation company to the real-world company – this comparison would be too contrived. The purpose of investigating a real-world company is to apply some of the knowledge you have gained about assessing strategy and performance outcomes.

The text of the entire report should not exceed 2 to 2 ½ single-spaced pages. This page limit includes only the text part of the report. The tables and CEO letter that will be attached to the report are additional pages.

Part (i) should address the following questions, with the bulk of the discussion devoted to the performance and strategy:

- (1) What strategy did your firm pursue? What about that strategy was effective and what was ineffective? What key decisions (e.g., price, product features, production, marketing, human resources, finances, and so on) did you make that aligned with this strategy? Which of your decisions were poorly aligned with the strategy you were trying to implement?
- (2) Explain your simulation company's financial performance over the 8-year period. Tie your strategy to the financial results. (Make references to the table that shows the financial results.) If you participated in the simulation again, what would you do differently and why?
- (3) How has the simulation helped you improve your understanding of and ability to interpret and analyze the strategy and performance of actual businesses? This will be a brief paragraph.

Part (ii) should address the following elements for the real-world camera firm:

- (1) Overview of the firm and its position in the industry (size of the firm, age of the firm, location, subsidiaries, products, markets served, etc.). Description of key resources and capabilities.
 - (2) Identification of key trends in the external environment.
 - (3) Major strategic issues the company is facing and actions they are taking.
- (b) A **table** of your simulation company's financial results. Prepare (i.e., type) this table yourself from data available within the Glo-Bus system. Do NOT merely print the graphs or tables prepared for you by the Glo-Bus system. Include not only the five metrics that Glo-Bus used to rank the teams each week, but also items that are typically important in financial statements (e.g., revenues, total expenses, specific expenses relevant to your strategy, debt level, etc.) and percentage changes in these items from year to year.
- (c) A table summarizing the real-world camera company's financial performance for the preceding four years. Include key performance indicators such as revenues, net income, debt, and stock price and others that you think are important. Prepare this table yourself from data available in the company's publicly available financial reports. If your company's financial reports are denominated in currency other than U.S. dollars, do not convert to dollars. Simply report the results in the currency as given, making sure that your table indicates what currency is being used.
- (d) For your real-world company, include a copy of the most recent CEO's letter from the annual report or Strategy summary from an annual regulatory filing (such as the SEC 10-K). Underline (or highlight) ten statements or points in this letter that relate to topics discussed in this course this semester. Indicate in the margin the specific topic from class that the point illustrates (e.g., "power of suppliers in the industry", "economic sector of the external environment", "core competency as an internal strength").

Reports submitted after the due date will be subject to a grade penalty of one letter grade per day.

DISCUSSION BOARD PARTICIPATION (5 sessions, 25 points each): There will be five discussion board sessions during the semester. Each session will be worth up to 25 points. The discussion boards will open on a Thursday morning and will close the following week (eleven days) at midnight (11:59 pm) on Sunday – thus, each discussion includes two weekends. The dates for these posts are specified in the Course Schedule as the end of this syllabus. Late posts will be accepted but will receive a 50% reduction in points as a penalty for late submission.

During the discussion board posting period, students are required to (a) post comments, analysis, thoughts, and reactions to questions specific to the unit and (b) post a response, reaction to, or comment about at least two posts made by other students. You will likely need to return to the discussion board more than once during the open window in order to post your comments about other students' ideas. The questions that will begin each unit's discussion are included in the checklists that accompany each unit.

These posts will be graded for (a) participation, accuracy and detail in your answers, and (b) the thoroughness, depth of insight, courtesy, and professionalism of your responses to the posts made by other students. The highest scores will be earned by students who identify important themes in the discussion, tie together several comments, and connect the discussion directly to the content material either covered in the current unit or building on previous units.

RCOB ASSESSMENT EXERCISE (FIELD EXAM) (50 points): During the Exam 2 period, you will complete the college case assessment in addition to the content Exam 2. The case assessment consists of reading a short (approx. two pages) case, analyzing the case, and formulating a recommendation for the case solution by responding to a series of open-ended questions. Assessment exercises are conducted each semester in order to assess if the college is teaching the concepts that are considered fundamental to business education and if this teaching is effective in helping students master the concepts. Assessments are part of the MGNT 4660 course because all of the prerequisite courses leading up to MGNT 4660 will have covered those business fundamentals for the various business disciplines (e.g., accounting, economics, finance, information systems, business law, management, marketing). As part of the MGNT 4660 grade, students will receive full credit for this exam by completing it, provided that their effort demonstrates that they took the assignment seriously.

EXTRA CREDIT (Optional; 25 points): The extra credit assignment involves watching one of the following PBS Frontline videos available online. Write a one-page (single-spaced) report that summarizes the key issues relevant to business strategy that you found interesting. There is a dropdown on CourseDen for submitting your paper. There are more detailed instructions posted on CourseDen, but the following will give you an idea of the nature of the different videos. You can submit only one paper.

(a) **The Trouble with Chicken** from May 12, 2015 (53 minutes long)

<http://www.pbs.org/video/2365487526/> – In watching this video, consider the businesses that sell chicken throughout the supply chain. There are businesses that raise chickens. And businesses that sell chicken in large quantities, such as fast food restaurants. Also, the regulation of business is a key topic in this video, specifically food safety regulations in this case. How can businesses manage the many imperatives they face in providing food products for consumers?

(b) **Generation Like** from Feb. 18, 2014 (53 minutes long) <http://www.pbs.org/video/2365181302/> – In watching this video, consider the social media companies as well as companies that market using social media. Much of this video focuses on the appeal of social media to teens. What ethical responsibilities do companies using social media encounter in their access to teens through social media? What do you think of the question posed by one speaker asking, “Is there a point that we get creeped out by the use of data to target advertising to us?” Consider the future of social media as a means of communication between companies and their customers – how do you think the future will be different from the current environment?

(c) **League of Denial: The NFL’s Concussion Crisis** from Oct. 8, 2013 (This is the longest of the videos at 1 hour, 53 minutes) <http://www.pbs.org/video/2365093675/> – In watching this video, you can consider the National Football League as a business and the individual teams as businesses. Consider the responsibilities that employers have to employees in managing the business. What opportunities exist for businesses to design new products to protect players from injury? How is the NFL structured (i.e., who works for whom?) and how does this structure affect the response to problems such as the injury issues described in this video?

(d) **Hunting the Nightmare Bacteria** from Oct. 22, 2013 (53 minutes long)

<http://www.pbs.org/video/2365104403/> – In watching this video, the business organizations you can consider are hospitals and pharmaceutical companies. Consider how pharmaceutical companies develop products (e.g., drugs, medical equipment) and what role they have in addressing this rising problem. Also, consider the role that cooperative strategies – such as pharmaceutical companies working with hospitals or non-profit medical research organizations or government agencies – can play.

(e) **Alaska Gold** from July 24, 2012 (53 minutes long) <http://www.pbs.org/video/2260099527/> – In watching this video, you will see a detailed investigation of the interaction of business and the natural environment. A proposed mine would bring new jobs, but it could also endanger the vitality of the local fishing industry which also provides jobs. The new mine proposal began as a partnership of two companies. Since this video aired, one of the mining companies has dropped out of the project. Consider what effect the split in the partnership has for the project. Consider the complexities of evaluating the environmental impact of business development. The debate over the mine continues – one example of a high-profile spokesman weighing in on the issue is here:

<http://www.usatoday.com/story/opinion/2014/02/20/robert-redford-climate-change-column/5619627/>

FINAL GRADE FOR THE COURSE

The final grade for this course will be assigned on the basis of total points earned. There is no adjustment for trends over time (either positively or negatively). Final Grades will be assigned based on the following distribution:

A	895 (89.5%) to 1000 points
B	795 (79.5%) to 894 points
C	695 (69.5%) to 794 points
D	595 (59.5%) to 694 points
F	594 points and below

COURSE POLICIES

STUDENT RIGHTS AND RESPONSIBILITIES: Carefully review the information at this link:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review this information each semester. Information available through this link includes policies regarding the Americans with Disabilities Act, UWG e-mail, credit hours, and the honor code.

ATTENDANCE VERIFICATION: In order to distribute Title IV funding (federal student aid), student attendance verification is required. Therefore, all students must verify their attendance by submitting the Student Data Form (which is used to form groups for the Glo-Bus simulation) (see CourseDen for instructions) by Sunday, January 17, 2016, at 11.59pm EST. Students who do not submit the data form may be dropped from the class for non-attendance and may not receive credit or a grade for the class. It is the responsibility of the student who adds classes during drop/add to make sure that they are verified as being in attendance by contacting the course instructor and submitting the data form.

DEADLINES: No late assignment will be accepted unless the student notifies the professor in advance or, in the event of an unforeseen emergency, immediately after the assignment was due and provides a legitimate reason (as determined by the instructor). The instructor follows university policy regarding approved absences and late submissions with university-accepted reasons including, but not limited to, illness and travel for university-sponsored teams or events.

ACADEMIC INTEGRITY: The basic principle of academic integrity is that students take credit only for ideas and efforts that are their own. Behavior outside that guideline is prohibited. Without truthfulness, honor, and responsibility we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of the college degree. Therefore, we shall not tolerate academic dishonesty.

Penalties for Breach of Academic Integrity: Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of penalties including but not limited to failing the assignment, failing the course, and referral to Office of the Vice President for Academic Affairs.

NOTE: Violations of the academic honesty policy may result in expulsion from the University.

DISPUTES: If you feel your grade on an assignment is inaccurate, you are encouraged to return the assignment or exam for re-grading. Please employ the following process: Type all comments on another sheet and turn it in to me within three days of the assignment's return to you. Your request for re-grading must clearly indicate why you believe you deserve a higher grade. I will not discuss the problem with you until it is put into a written request. Reviews can lead to either an increase or decrease in total points

PROPRIETARY MATERIAL AGREEMENT: The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

ONLINE PRIVACY: This course may require you to work with other sites and entities beyond UWG and CourseDen (D2L) where some personal information (e.g. your name, affiliation with UWG, or current employment) may be displayed. You have the right to regulate the displaying of information pertaining to yourself on the Internet. If you are uncomfortable displaying information that you deem overly personal, you may take steps to post in a more anonymous manner (such as posting online your first name and last initial only or other pseudonym). You also agree to respect other people's wishes to remain anonymous.

LINKS TO AND FROM THIRD-PARTY SITES: There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor or UWG, and UWG has no obligation to monitor such sites, and the user agrees that neither your professor nor UWG is responsible for the content of such sites or for any technical or other problems associated with any such third-party site, links, or usage.

COURSE COMMUNICATION & GRADING: Instructor response time to email is 24 – 48 hours M – F. There may be a delay on weekends. Grades for activities and assignments will be posted within 7 – 10 days in CourseDen. However, some grading may take longer than 7 – 10 days depending upon the assignment. Students will be notified in CourseDen if an assignment's grade will not be posted within the 7 – 10 day window.

SYLLABUS CHANGES: This syllabus provides a general plan for the course. The instructor reserves the right to make changes to the syllabus plan as necessary. Changes will be announced through CourseDen.

CLASS SCHEDULE: MGNT 4660 STRATEGY ON-LINE

[NOTE: Schedule is subject to change at discretion of instructor.]

Week (Mon – Sun)	Simulation Decisions	Other Simulation Assignments	Discussion Boards	Proctored Exams*
1 Jan 11 - 17		Student Data Form due Sun, Jan 17 (submit in dropbox)	Unit 1 board opens Thu, Jan 14, 6am;	
2 Jan 18 – 24		[Glo-Bus registration codes available for you on CourseDen]	Unit 1 board closes Sun, Jan 24, 11:59 pm	
3 Jan 25 – 31	Practice round #1 by <i>Fri, 8 pm</i>			
4 Feb 1- 7	Practice round #2 by <i>Fri, 8 pm</i>		Unit 2: (opens Thu, Jan 28, 6am); closes Sun, Feb 7, 11:59 pm	
5 Feb 8 – 14	Decision 1 (Yr 6), by <i>Fri 8 pm</i>			
6 Feb 15 – 21	Decision 2 (Yr 7), by <i>Fri 8 pm</i>	Quiz 1 in Glo-Bus, due by <i>Fri, Feb 19,</i> 8 pm (opens Mon, Feb 8)		
7 Feb 22- 28	Decision 3 (Yr 8) by <i>Fri 8 pm</i>		Unit 3: (opens Thu, Feb 18, 6am); closes Sun Feb 28, 11:59 pm	
8 Feb 29 – Mar 6	Decision 4 (Yr 9), by <i>Fri 8 pm</i>			Exam 1 (Units 2 and 3) See syllabus p. 4 for days/times proctored in RCOB Miller Hall
9 Mar 7 – 13	Decision 5 (Yr 10), by <i>Fri 8 pm</i>	Quiz 2 in Glo-Bus, due by <i>Fri, Mar 11,</i> 8 pm (opens Mon, Feb 29)		
10 Mar 14 – 20	SPRING BREAK			
11 Mar 21 – 27	Decision 6 (yr 11) by <i>Fri 8 pm</i>			
12 Mar 28 – Apr 3	Decision 7 (Yr 12), by <i>Fri 8 pm</i>		Unit 4: (opens Thu, Mar 24, 6am); closes Sun, Apr 3, 11:59 pm	
13 Apr 4 – 10	Decision 8 (Yr 13), by <i>Fri 8 pm</i>			
14 Apr 11 – 17			Unit 5: (opens Thu, Apr 7, 6am); closes Sun, Apr 17, 11:59 pm	
15 Apr 18 – 24		[Submit individual written report by noon Mon, Apr 18 if you wish to have it graded before exam]		(1) Exam 2 covering Units 4 and 5 and (2) RCOB Case Assessment Exam
Finals Apr 25 - 29		Individual Written Report due by Tue, Apr 26, 12 noon (submit by dropbox, e-mail or hard copy)		See syllabus p. 4 for days/times proctored in RCOB Miller Hall classroom

* If you wish to take your proctored exams at a day/time or location other than those scheduled by the professor, please contact the professor at least two weeks prior to the scheduled exam week.

SUMMARY OF COURSE TOPICS AND LEARNING OBJECTIVES

