

University of Texas at Dallas
School of Management
BA 4305-0U1: Strategic Management

Term: Summer 2008
Class: Tuesday and Thursday, 12:30-2:45 PM, SOM 1.212
Instructor: David H. Weng
Office: SOM 4.410
Office Phone: 972-883-4481
Email: Please Use WebCT
Office Hours: Thursday 2:50-4:50 PM, or by appointment
Writing tutor: TBA, see WebCT
Text: Dess, Lumpkin, & Eisner: Strategic Management: Text and cases, 4th edition. McGraw-Hill/Irwin, 2008.

Required Materials Capstone Business Simulation Management Simulation Inc. (www.capsim.com). Please register (i) group simulation (Capsim's FOUNDATION simulation tool) and (ii) individual simulation (Capsim's Com-XM simulation tool). You need to purchase a registration number to participate the simulation. With questions regarding the simulation exercise please call the following toll free number during working hours: 877-477-8787.

Course co-requisite and prerequisites

Co-requisite: BA 4371

Prerequisites: BA 3341, BA3351, BA 3352, BA 3361, and BA 3365

Course Description

This is a capstone-level course. It requires the knowledge that students learn from other classes, including finance, marketing, organizational behavior, and international business. In this class, students are expected to define the strategic problems, propose action plans, and evaluate alternatives, in real business environment.

The approach of this course is practical oriented. The course will introduce concepts and analytic frameworks to approach the critical decisions in today's business environment.

To develop analytic skills, students will submit individual written assignments and give oral presentations. Students will also organize several groups to experience the decision process in a simulated competition.

Learning Objectives

By the end of the course, students should be able to

1. Students will be able to complete an external and internal analysis of a firm.
2. Students will be able to identify the strategic problems of a firm.
3. Students will be able to develop solutions to a firm's strategic issues.
4. Students will be able to integrate skills acquired in finance, accounting, marketing, and MIS courses to create a successful firm strategy.
5. Students will be able to write using effective technical requirements including organization, mechanics, and style.
6. Students will be able to practice and apply gathering, incorporating and interpreting source material in their writing as appropriate to strategic management.
7. Students will be able to write documents directed toward a business audience using effective written arguments.

Course requirement

The requirements of this course include reading before class, active participation in class, and group work after class. In addition to class time, students are expected to spend an average of 4 hours per week on this course. This is especially true in the first weeks of this course.

1. If a student can not commit this amount of time and effort on this course, he or she will realize that it may be difficult to earn a good grade.
2. Failure to fully prepare for class is a detriment to one's fellow students. It is the student's responsibility to thoroughly read the syllabus, fully prepare for the class, and timely submit the required jobs of this course in order to be successful.

Instructional Methods

The primary instructional methods are class discussion and presentations. Secondary methods include videos and assigned readings.

Class Schedule*

| Week | Date | Topic | Case | Simulation |
|------|------|---|--|--|
| 1 | 5/27 | Course Expectation. | | Introduction and from groups. |
| | 5/29 | Creating competitive advantage (Ch 1). Form groups | | |
| 2 | 6/3 | Analyzing the external environmental of the firm (Ch 2) | Sample Case: <i>Ford</i> (#38) | Practice round (6/1, midnight). Watch video at Capsim. |
| | 6/5 | Assessing the internal environment of the firm (Ch 3) | | |
| 3 | 6/10 | Firm's intellectual assets (Ch 4) | Case 1: <i>The Casino industry</i> (#25) | Submit Q1 decision (6/8, midnight) |
| | 6/12 | Firm's intellectual assets (Ch 4) | Case 2: <i>Wal-Mart</i> (#31) | |
| 4 | 6/17 | Business strategy (Ch 5) | Case 3: <i>JetBlue</i> (#16) | Submit Q2 decision (6/15, midnight) |
| | 6/19 | Business strategy (Ch 5) | | |
| 5 | 6/24 | Corporate strategy (Ch 6) | Case 4: <i>South West</i> (#18) | |
| | 6/26 | Mid-term exam (Ch 1-6) | | |
| 6 | 7/1 | International strategy (Ch 7) | Case 5: <i>Sun Life Financial</i> (#7) | Submit Q3 decision (6/29, midnight) |
| | 7/3 | Entrepreneur strategy and competitive dynamics (Ch 8) | | |
| 7 | 7/8 | Effective organizational designs (Ch 10) | | Submit Q4 decision (7/6, midnight) |
| | 7/10 | Managing innovation (Ch 12) | Case 6: <i>Apple</i> (#30) | |
| 8 | 7/15 | No lecture. Work on case assignments and group simulation report. | | Submit Q5 decision (7/13, midnight) |
| | 7/17 | | | |
| 9 | 7/22 | Strategic control and governance (Ch 9) | Case 7: <i>Eron</i> (#10) | Submit Q6 decision (7/20, midnight) |
| | 7/24 | Strategic control and governance (Ch 9) | | |
| 10 | 7/29 | Leadership and ethics (Ch 11) | Case: <i>Skeleton in Corporate Closet</i> (#4) | Simulation report due (7/27, midnight) |
| | 7/31 | Report discussion and final exam review. | | |
| 11 | 8/5 | Reading day | | COMP-XM (8/14, midnight) |
| | 8/7 | Final exam (Ch 7-12) | | |

* The instructor reserves the right to change the schedule during the semester.

Course Grades

| | |
|--------------------------------|---|
| Individual exams | 40% (mid-term and final exam) |
| Individual written assignments | 20% (2 case analysis reports) |
| Group simulation project | 20% (15% simulation result, 5% report) |
| Individual simulation | 10% |
| Peer evaluation | Multiplied by the result of group project |
| <u>Class participation</u> | <u>10%</u> |
| Total | 100% |

Individual written assignments

The university mandates as part of this course a requirement of at least 15 double spaces pages. **Because of this requirement, students must choose 2 cases from the syllabus to write the assignment and each paper should be at least 8 double-spaced long (excluding reference and supporting data).** Please submit 2 copies of all written assignments. A writing tutor will evaluate the assignments, provide feedbacks, and determine whether a revision is necessary. The primary criteria of the assessment include grammar, punctuation, and writing style. Students are advised to keep one additional copy for backup. Appendix 1 and 2 summarizes the important details about the written assignments. Importantly, one of the two assignments **must** be submitted before the mid-term exam. Also, each case analysis is due at the beginning of the class. **Late submission and requests for make-up case analysis report will not be accepted.**

Class participation/attendance

Participation is expected and essential to the learning process—excessive absences tend to adversely affect ones' ability to participate. Lack of attendance hinders a student's awareness of classroom assignments and their ability to comprehend relevant information.

- Quality of class contributions will be weighted more heavily than quantity. Frequent and valuable participants are those who attend all of the lectures, participate regularly. To help me learn each student's name and grade "participation and contribution" as fairly as possible, you will prepare and bring a "**nameplate**" to each class.
- Class Discussion: Your participation grade will reflect the degree to which you contribute to class, rather than simply whether you are physically present. Here are some guidelines in participation grades. The instructor has the sole authority

in assigning participation grades. Please see the Appendix 5 for guidelines in class participation.

Here are some guidelines in participation grades. The instructor has the sole authority in assigning participation grades.

- 10/10 (excellent participation): attend most of the classes, participate regularly in every class attended, and at least make one significant contribution in each class attended;
- 9/10 (very good participation): attend most of the classes, participate regularly in every class attended, and at least make significant contributions in most classes attended;
- 8/10 (good participation): attend most of the classes, participate regularly in most classes attended, and make significant contributions in many classes attended;
- 6/10 (fair participation): attend most of the classes, participate regularly in most classes attended, and make significant contribution in several classes attended;
- 4/10 (poor participation): participates in some of the classes attended, and make significant contribution in a couple classes;
- 2/10 (very poor participation): participates in some of the classes attended;
- 0/10 (extremely poor participation): I hope nobody falls in this category.

Peer evaluations

Members will assess each other (as well as themselves) on their contribution to the group simulation, attendance at meetings, timely contribution to individually assigned tasks, and overall performance. Details on how to calculate peer evaluations could be found in the appendix and the peer evaluation form is at the end of the syllabus.

Exams

There will be two exams, a mid-term and a final. Exam questions come from Exam questions stem from the *Strategic Management* textbook as well as outside materials that may be brought in by the instructor and/or students. Exams are primarily multiple-choice with the possibility of short answer. Make-up exams are allowed for excused absences only. Excused absences include, but are not limited to, sickness, a death in the family, and personal/family injuries. Contact must be made with the instructor or student services prior to the scheduled exam time. If contact is not made according to this guideline, students should not expect make-up exams to be offered.

Grading

Your grade in this course is determined as follows:

| | |
|----------|----|
| 100+ | A+ |
| 94-99 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| Below 60 | F |

Class Communication

WebCT: Class notes, the syllabus, and other relevant course-related materials will be posted on WebCT. You may download this material from the website. In addition, you are advised to check your messages on WEBCT frequently, and prior to each class session. This will be the main way of disseminating any messages or instructions relating to the course.

Contacting the Instructor: Faculty has been requested to state in their syllabi that a new university policy to protect student privacy has been established. This policy states that faculty is not required to answer student emails unless they come from a UTD email account. Therefore, you are advised to contact me via WebCT email from your own WebCT account. This is the best way to get in touch.

Common Courtesy: You are expected to be courteous during class time. Please respect your fellow students by turning off cell phones and beepers before class, refraining from talking with others when someone is speaking, and arriving punctually to class. Also, note that laptop usage during class is prohibited, unless authorized by the instructor for certain class exercises.

SYLLABUS ADDENDUM

E-mail Policy

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information.

UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place

on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own.

As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, the instructor cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with

whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY).

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an

oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (<http://www.utdallas.edu/Business/Affairs/Travel Risk Activities.htm>).

Important Notes

Throughout the semester, each student is expected to follow the university's guideline on student conduct with regard to cheating and other dishonorable behaviors. Severe consequences can occur if such rules are not followed.

The instructor also reserves the right to deduct from a student's individual class participation credit if the student has shown severe non-constructive behavior in class (such as disrupting the class or abusing another individual), in addition to other disciplinary actions.

If a student is absent or late to a class meeting, it will be his or her responsibility to catch up with all the missed materials including any announcement made while the student was absent. No make-up exams or lectures will be given. It will also be the students' responsibility to accept any consequences that may result from absences. No late assignments will be accepted. Finally, it is a student's responsibility to read the syllabus thoroughly and regularly and keep track of all the important dates and requirements every week.

Experience shows that the answer for most questions that students ask can in fact be found in the syllabus. Please always consult the syllabus before contacting the instructor.

These descriptions and timelines are subject to change at the discretion of the Instructor.

APPENDIX 1.

Individual Case Analysis Requirements and Information

Each case should be a comprehensive analysis of the facts of the case and application of concepts discussed in the lecture or sourced from the textbook using the questions in the cases. Your case analysis grade will be based on the quality of your work.

- Your position is that of a business consultant to the chief executive officer of the company. You have been hired to do a strategic analysis of the company and the industry using case materials, library research, electronic data sources, and tools suggested by the text. The goal is to determine what direction the company should take and make specific recommendations about what the company should do next and why.
- Including quantitative analyses (e.g. such as financial ratios, industry sales, and competition figures) is highly recommended. Clever use of exhibits can dramatically enhance the quality of the paper.
- Library research AND online research (called “due diligence” in the business world) is **REQUIRED**. As a guide, each of your cases should have at least 5 references listed. Try and avoid the “Google” method of report writing and use the library’s amazing resources, such as the access to electronic periodicals of 100’s of business journals and documents to make your recommendations. A bibliography is required according, providing a full list of references.
- Hand in two copies of your written report. Keep an additional copy for yourself.

The content of the written cases will be graded according to the individual’s ability to find, sift through, and compile information pertinent to this assignment. Thoroughness, accuracy, and keen analysis should come through in this portion of the paper.

Suggested formatting details:

1. An executive summary (not to exceed 2 pages) is **required**.
2. **Sub-titles** are required. (At least introduction, analysis, alternatives, and conclusions are required)
3. A section that discusses the **strategic options and the selected recommendation** by you is required.
4. Exhibits and References. (Exhibits should be labeled sequentially and in the order they are discussed in the text. If you do NOT talk about an exhibit in the text, it probably isn’t doing anything except taking up space. Thus, your grade depends on how well you integrate figures and tables into the discussion.

Strengthening aspects in your case-reports:

1. Evidence of thorough case study.
2. Judgments supported by evidence from the case or outside sources.
3. Identification of the key drivers and/or forces in the external environment and how that may affect the future of the firm or the industry.
4. Identification and evaluation of pertinent company's capabilities, weaknesses, resources, and sources of competitive advantage in the context of the industry and its competitive environment.
5. Clear articulation of the issues you are addressing.
6. Use of professional tools and concepts from the text and lectures. (This includes tools used in other courses such as ratio analysis or market share analysis.)
7. Alternatives that are realistic and fall from the analysis.
8. Examination of tradeoffs associated with alternatives.
9. Justification for the recommendation that is consistent with company strategy and its resources.

Damaging aspects in your case-reports

1. Poorly edited or organized or presented clearly (i.e. Failure to proofread ANY written material and correct obvious misspellings, errors, and sloppy grammar)
2. Mere repetition of case facts without analysis. (i.e. Rehash of the facts of the case is not value added and should be avoided.)
3. Failure to identify outside sources.
4. Exhibits that are extraneous to the analysis. The reader or viewer is left to draw his/her own conclusions and wonder why the exhibit is there.
5. Failure to ANALYZE. Don't just give facts, do ANALYSIS!
6. Lack of consideration of non-economic issues (i.e. firm culture, values, ethics) if it is relevant.
7. Failure to support opinions by evidence or logical explanation.
8. Lack of adequate outside research, such as relying on Google or Wikipedia for information versus the library's databases.

Criteria for the quality of writing

The university has mandated as part of this course a requirement of at least 15 double spaced pages of writing per individual student that will be evaluated on grammar, punctuation, and writing style. A writing tutor will assess the written assignments, provide detailed feedback, and determine whether a revision is necessary. Because of this

requirement, please submit 2 copies of all written assignments, with one copy noted with a large circled “W” on it.

An assigned writing tutor will grade your written assignments on a scale of 1-10, using three rubrics. Any assignments receiving grades of 6 or below must be rewritten, and will be assessed again. Be aware that your average writing grade will be part of the calculation for your final course grade.

Learning Goal: Students will develop competency in written communications. Each student will complete a minimum of 15 pages of double-spaced written assignments in this course. The assignments will be assessed using the rubrics as follows:

- A paper scoring a zero in any of the criteria must be rewritten.
- For all papers totaling 6 or under, the paper must be rewritten.
- For all papers totaling 5 or under, the student must make an appointment with the writing tutor.
- Papers scoring 7 and above may be rewritten to improve the grade.
- Rewrites must be stapled to the original paper and submitted no later than the following week.

1. Students will write a firm case analysis draft using appropriate organization, mechanics, & style.

a. Grading will utilize the below rubric:

| Criteria | 0 | 1 | 2 | Total |
|--|----------------------------|-------------------|------------------------|-----------|
| Grammar | Several grammar errors | One or two errors | No mistakes | |
| Spelling | Multiple spelling errors | One or two errors | No spelling errors | |
| Word Choice | Below average word choices | Good word choices | Excellent word choices | |
| Paragraph/Sentence Organization and Flow | Poor organization | Good organization | Very well organized | |
| Professional Style | Poor | Acceptable | Excellent | |
| Total Points | | | | 10 |

2. Students will write a firm case analysis draft gathering, incorporating and interpreting source material in their writing.

- a. Grading will utilize the below rubric:

| Criteria | 0 | 1 | 2-3 | Total |
|------------------------------|--|-----------------------------|-----------------------------|--------------|
| Citation of Sources, In Text | Missing citations | Minor errors in citations | Correct citation of sources | |
| Works Cited Page | Missing entries | Minor errors | Correct citation | |
| Incorporation of quotations | Floating quotations | Slightly choppy integration | Seamless integration | |
| Presentation of data | Numerical data mixed in paragraph form | Some use of tables & charts | Clear tables & charts | |
| Total Points | | | | 10 |

3. Students will write a firm case analysis draft using effective written arguments.

- a. Grading will utilize the below rubric:

| Criteria | 0 | 1 | 2-3 | Total |
|--------------------------------|------------------------|----------------------------------|--------------------------------------|--------------|
| Problem identification | Problem not identified | Problem stated but not precisely | Problem is clearly stated | |
| Evidence presented | No supporting evidence | Support is vague | Evidence logically supports argument | |
| Argument Flow and Organization | Poor organization | Good organization | Very Well organized | |
| Solutions proposed | No solutions offered | Solutions are vague | Solutions are specific | |
| Total Points | | | | 10 |

APPENDIX 2.

Case Assignments Evaluation Sheet

| | | |
|---|--------------------------------------|-------------------|
| 1. Summary of the critical issues (10pts) | | |
| | Exceeds Expectations | 10 pts |
| Most of the information in the case is not repeated. | Meets Expectations | 8-9 pts |
| Identificaton of internal and external issues. | Marginally Meets Expectations | 7 pts |
| Identification of the most important issues | Does not Meet Expectations | 5 pts |
| 2. Strategic Analysis (20 pts) | | |
| Presentation of logical arguments and strong evidence. | Exceeds Expectations | 19- 20 pts |
| Suggests realistic options for the company (or industry). | Meets Expectations | 16-18 pts |
| Identifies pros and cons of options. | Marginally Meets Expectations | 13-15 pts |
| Provides realistic, case-based support for the options. | Does not Meet Expectations | 10-12 pts |
| 3. Recommendation (10 pts) | | |
| | Exceeds Expectations | 10 pts |
| Quality and support of the recommended option. | Meets Expectations | 8-9 pts |
| Implementation impact of the recommendation. | Marginally Meets Expectations | 7 pts |
| | Does not Meet Expectations | 5 pts |
| 4. Other grading criteria (10 pts) | | |
| Clarity and logic of ideas. | Exceeds Expectations | 10 pts |
| Clarity of writing. | Meets Expectations | 8-9 pts |
| Use of outside material. | Marginally Meets Expectations | 7 pts |
| Use of executive summary, sub-titles, and exhibits. | Does not Meet Expectations | 5 pts |
| Grammar, spelling, and structure. | | |

APPENDIX 3.

Group Simulation Reports

The objective of group simulation project is to allow students to practice the key concepts and framework learned in the course in a simulated business environment. There will be six formal rounds and two practice rounds in the group simulation exercise. Each round is equivalent to a calendar year of the business. Whenever possible, class time will be given to the simulation exercise, but in addition to this time, students are expected to meet outside class to make the decisions of each round. To be effective team members, students should prepare for team meetings by analyzing data in their particular area of responsibility. Group decisions should be up-loaded to the Capstone website no later than the time specified in the lesson schedule above.

The grading of group project will be based on the following:

- Group simulation performance,
- Written report and oral presentation on the simulation exercise.

The written report reports have several components:

- The original strategy of the group, and the rationale behind this strategy,
- Changes of the strategy over time, and the reasons of making the changes,
- Results of the simulation exercise and what the group learned from the exercise.

Finally, the report should not be longer than 6 pages (double-spaced).

APPENDIX 4.
Peer Evaluation Sheet

Group # _____

Name _____

| Name | Self | | | | | |
|-----------------|------|--|--|--|--|--|
| Score (1-5)* | | | | | | |
| Reasons | | | | | | |
| | | | | | | |

* 1 (extremely unsatisfactory) – 2 (very unsatisfactory) – 3 (unsatisfactory) – 3.5 (neither satisfactory nor unsatisfactory) - 4 (satisfactory) – 4.5 (very satisfactory) – 5 (extremely satisfactory)

- if 1, then the person gets 0.2
- if 2, then the person gets 0.4
- if 3, then the person gets 0.6
- if 3.5, then the person gets 0.7
- if 4, then the person gets 0.8
- if 4.5, then the person gets 0.9
- if 5, then the person gets 1
- Then the participation score will be multiplied with the score one gets from group projects (simulation result and group paper). For example, if a student gets 80/100 and 80/100 for the two group projects and 3 from the peer evaluation, then the actual grade is $160/200 \times 0.6 = 48/100$, **not 80/100**.
- Be objective in evaluating other members in your group and specify reasons.
- The evaluation should be turned in **on the final exam**. Peer evaluation sheet will be provided along with the exam booklet.
- **If one fails to turn in the peer evaluation sheet, then everybody in the team gets 4 (0.8).**

APPENDIX 5.

Class Participation/Attendance

Class participation will be graded based on the quantity and quality of contributions to the case discussion during the class. With regard to quality, some of the following criteria normally applied are:

- ✓ Are the points that have been made relevant to the discussion?
- ✓ Are the points simple recitations of case facts, or have new implications been drawn?
- ✓ Is there evidence of analysis rather than mere expression of opinions?
- ✓ Are the comments linked to those of others?
- ✓ Did the contribution further the class' understanding of the issue?

APPENDIX 6.

Library Search and Paper Writing

The following library site provides abundant data search engines that are helpful in writing a paper. <http://www.utdallas.edu/library/reference/business.html>.

Just searching company website and/or citing free web information is not enough. Take advantage of the paid search engines in the library homepage. It contains the following search engines. Should you have further questions, contact liaison librarians in the library (**Loreen Phillips, Loreen.Phillips@utdallas.edu** or visit <http://www.utdallas.edu/library/reference/somliaison.html>).

- [Business and Company Resource Center](#)
- [Business Source Premier](#)
- [Business & Management Practices](#)
- [CCH Internet Tax Research Network](#) (tax service)
- [Wall Street Journal](#) (1984-current)
- [Academic Universe Lexis Nexis](#) (then under Business)
- Disclosure Data from [Academic Universe](#) Click on Business, then Company Financial (company financial info)
- [Mergent Online \(formerly Moody's FIS Online\)](#) (company financial information)
- [National Trade Data Bank \(NTDB\)](#)
- [EconLit](#) (economics)
- [ECONbase](#)
- [PAIS](#) (public affairs)
- [Business Dateline](#) (index to regional business publications)
- [Business Organizations](#)
- [Regional Business News](#) (from TexShare)
- [EDGAR Financial Reports](#) (company financial information)
- [Social Sciences Abstracts](#)
- [Social Sciences Citation Index](#) (Web of Science/Web of Knowledge)
- [Essay & General Literature Index](#)
- [Web of Science](#) (Web of Knowledge) (citation indexes)
- [WorldCat](#) (OCLC)
- [General Databases](#) (multidisciplinary)
- For psychology in the workplace: [Psychology and Human Development Databases](#)