Course Syllabus
ENTP 6378.0G1

School of Management
The University of Texas at Dallas

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Course Information

Course

Course Number Section	ENTP 6378.0G1
Course Title	Managing the Emerging Enterprise
Term and Dates	Spring 2011 (January 10– May 2)

Professor Contact Information

Professor	Jackie Kimzey
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Other Information	Available by appointment

About the Instructor

Jackie Kimzey joined Sevin Rosen Funds in 1999 after nearly 20 years as an executive at wireless carrier and service provider companies. He brings a keen understanding of what it takes for a promising venture to evolve into a successful business and company. He has held management positions at the semiconductor manufacturer Mostek and was also co-founder and CEO of wireless provider ProNet, a company he took public in 1987 and eventually merged with USA Mobility in 1997. He helped develop proprietary products (ProNet Tracking Systems), generated "turn-around" strategies, recruited top executives, and played key roles in mergers and acquisitions. At SRF, Jackie applies his experience and entrepreneurial perspective to young companies in the wireless and software arena, including , GlobeRanger, Tangoe, Verified Person, and Invodo. Companies that Kimzey invested in and helped develop as a member of the Board of Directors include: Wayport (sold to AT&T), NeoWorld (sold to Sprint/Nextel), LiveVault (sold to Iron Mountain), Voyence (sold to EMC) and Tonic Software (sold to Symantec/Altiris). Kimzey holds a Master of Science Degree in Management and a Bachelor's Degree in Business from Abilene Christian University. He also holds a Master of Business Administration Degree from the University of Dallas.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

The prerequisites for this course other than acceptance and enrollment into a graduate program at the University of Texas at Dallas are successful completion of ENTP 6370 or consent of the instructor. Course participants are not expected to have a formal business or management background.

Course Objectives:

Management guru Peter Drucker once observed that: "Unless a new venture develops into a business and makes sure of being 'managed', it will not survive no matter how brilliant the entrepreneurial idea, no matter how much money it attracts, no matter how good its products, nor even how great the demand for them."

Entrepreneurship involves a lot more than finding a new opportunity or coming up with a great idea. Not all entrepreneurs succeed – and few ever walk away rich. Thousands of new opportunities and great ideas are presented to venture capitalists every year – but less than 5% of these get a serious look, less than 1% are funded, and of those that are funded, only 15-20% ever generate any serious returns.

On the other hand, there are a lot of small businesses out there – more than 90% of the businesses in the US employ less than 20 people; only about 1% of the more than 6 million US companies have more than 500 employees; and only 4% of the 21 million US enterprises that filed tax returns in 1992 reported gross revenues greater than $1 million. Obviously, there is a lot more to entrepreneurship than just *starting* a company.

This course is about how to *build* an entrepreneurial company – the challenges and hurdles that must be overcome in order to make the transition from an entrepreneurial startup to an organization capable of sustained and profitable growth…on the way to $50 or $500 million…within a few years. The challenges for the entrepreneur are both *organizational* (defining strategy, products and marketing, building a management team, acquiring resources, building infrastructures, etc.) and *personal* (acknowledging personal strengths and limitations and defining an appropriate leadership role). The selection of cases is biased toward technology-based product companies, but the principles are applicable to non-technology-based and service companies as well.

This is not a subject that can easily be captured in a textbook – which may explain why there are none available. Rather, we will rely on readings, case studies, and guest lectures from current or former CEOs of entrepreneurial companies. Both group and individual assignments will be required, with individual assignments and class participation comprising 35% of the final grade, and group assignments accounting for the remainder.

Student Learning Objectives/Outcomes

Upon successful completion of this course, students will:

- Understand the challenges and hurdles that must be overcome in building an entrepreneurial company – making the transition from an entrepreneurial startup to an organization capable of sustained and profitable growth.
- Understand a set of concepts and theoretical frameworks that can be used to better understand and interpret the processes and challenges encountered in a new and emerging organization.
- Demonstrate the ability to apply the concepts, tools and frameworks presented in the readings and lectures to the analysis, interpretation and prioritization of organizational issues presented in case studies.
- Demonstrate the ability to develop and communicate appropriate recommendations for action with respect to organizational problems presented in case studies.

Required Course Materials

- Caitlin & Matthews. 2001. Leading at the Speed of Growth. Hungry Minds, Inc. NY. ISBN 0-7645-5366-6 ($24.99)
- G. Kawasaki. 2004. The Art of the Start. Portfolio – the Penguin Group. NY. ISBN 1-59184-056-2 ($26.95)
- J. Cornwall. 2010. Bootstrapping. Prentice Hall. NJ. ISBN 0-13-604425-5 ($51.00)
- **Cases:** Course pack available online at Study.net.
- **Electronic Readings**: Download selected readings from eLearning and eJournals from the UTD McDermott Library Website (see ASSIGNMENTS below).

The books and cases are available at the UTD Bookstore or at Off Campus Books on Campbell Road. The electronic readings (HBS articles and other) are available for download from eLearning or at no charge on the UTD McDermott Library website (http://www.utdallas.edu/library/resources/journals.htm).

Course and Instructor Policies

Self Introduction

Each student should post a Self-Introduction in the Discussion area of eLearning prior to the first class. Guidelines are provided on the eLearning Discussion page. This information will be used to set up my gradebook and assist in the formation of groups for the course.

Formation of Groups

Much of the work in this course will be performed in groups. Students should form small groups (3 members maximum) during the first two weeks of the course. It is important that you select your groups to include a diverse set of skills and make sure that at least one member is proficient in accounting and spreadsheet analysis. A list of the members of each group (with name, email and telephone contact information) should be turned into the instructor at the beginning of class on January 19th.

Lecture Notes

The MS Powerpoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (http://eLearning.utdallas.edu) under course ID ENTP 6378. You should be able to access eLearning with your UTD Unix ID and password. Call computer services at (972) 883-2911 if you need assistance.

Web Teleconferences for Groups

A web conferencing tool, Adobe Connect Pro, will be used in this course for real-time communications and interaction for group meetings related to the Group Project. This powerful tool combines Voice over Internet Protocol (VoIP) application and desktop sharing, instant messaging and whiteboard functionality to create a powerful, easy-to-use, collaborative learning environment. Each group will participate with the professor in at least one web conference session for the wild card case presentations. See Assignments and Academic Calendar section for more details, and see the following link for web conference resources:
http://som.utdallas.edu/somResources/eLearning/eLearningCurrent/gettingStarted.php#webcon

Class Session Discussions

You will be expected to participate regularly in online discussions. A great deal of learning takes place when you share your experiences with others. The professor will post questions and comments to each session discussion board related to the lectures, assigned cases or assigned videos which you can respond to. It is absolutely necessary that you participate regularly. In order to receive full participation points you must post 1-2 value-added comments during at least 10 different discussion sessions during the course. You will not get full credit for doing comment posting many times in the last few sessions (plan on completing 50% of your posting activity before spring break). It is often the case that students lose a letter grade because they are not participating, so please make a point to do this.

Rules for Participation in Discussions:

1) Participation points will be given for both responses to discussion postings by students and for responses to questions submitted by professor.

2) When a question is posted, the first five replies can answer the question directly, posts after that need to respond to the answers given by other students to mimic an in class discussion. Look at this as a conversation with one another rather than trying to impress the professor with the “right” answer.

3) Grading is done on quality of responses, not quantity. So, posts such as “I agree” or “sounds good to me” do not count towards participation (although you can certainly use these to advance the conversation). In order to count as participation, your post has to be well thought out and pertain to the topic for the session. You should reference some of the concepts currently being examined in class, not just offer vague assessments. You can also refer back to previous session’s material if relevant. Integration of concepts is encouraged since most issues don’t operate completely independent of one another.

4) Keep discussion on topic and factual in nature. No flaming allowed. Opinions are fine as long as they are supported by facts. For example, stating that you think that a specific course of action is correct because of x, y, z is acceptable; stating that the previous commentator is not important or is not an intelligent person is not acceptable.

5) Grammar and spelling are not graded in the discussion section, so don’t feel that you have to spend hours editing your response. However, please use full words, not acronyms and abbreviations – not everyone is familiar with shorthand text message language.

6) Limit your response to 150 words – any more than that and readers lose the point (and interest).

7) In order to receive full participation points you must post 1-2 value-added comments to at least 10 discussions.

8) These discussions will be assignments that will have a time and end-date by which the posting will be eligible for grade credit. Typically, posting periods will last from Thursday evening until Sunday evening.

Discussion Board Participation Rubric

The participation rubric serves as a guide for grading your participation.

Expectations/ Components	Exceeds Expectations	Meets Expectations	Performs below Expectations
Consistency of Response	✓ Frequent & even distribution of entries throughout module ✓ Consistently initiates discussion ✓ Responds to discussion in timely fashion	✓ Uneven distribution of entries ✓ Occasionally initiates discussion ✓ Responds to most discussion	✓ Uneven & infrequent entries ✓ Little or no initiation of discussion ✓ Seldom responds
Degree of Engagement	✓ Interacts freely and encourages others ✓ Frequently generates further discussion ✓ Provides leadership to group	✓ Participates in ongoing discussion ✓ Occasionally evokes further discussion ✓ Active group member	✓ Not actively involved in discussion ✓ Not engaged ✓ No contribution to group
Evidence of Understanding	✓ Uses resources beyond those required by course **(No texts from other courses)** ✓ Knowledge gained well incorporated into responses ✓ Consistent reflection of course content	✓ Uses required readings & course materials ✓ Ideas stated clearly with some connection to readings. ✓ Some reflection of content	✓ Readings & course materials not reflected ✓ Opinions not informed by readings ✓ Remarks unrelated to topic
Depth of Commentary	✓ Provides examples that enhance topic understanding ✓ Analyzes issues and implications arising from topic ✓ Reflects insight into own learning	✓ Restates ideas from resources that clarify topic ✓ Identifies issues and implications arising from topic ✓ Little insight into own learning	✓ Comments limited to agree or disagree ✓ No issue identification ✓ No evidence of insight into own learning

GUIDELINES FOR WRITTEN ASSIGNMENTS

Due Dates. Written assignments will be due at the beginning of class on the date assigned (and can be emailed to me if you are unable to attend the class). Late papers turned in at or before the next class session following the due date will be graded, but 10 points will be deducted from the grade. Late papers turned in at or before the second class session following the due date will be graded, but 15 points will be deducted from the grade. Late papers not received by the beginning of the second class session following the due date will receive a zero. Consideration may be given for extenuating circumstances with prior notification.

Format. Your name (or the group identification and names of all group members) the course number and the date should appear in a header at the beginning of each page of the document. The body of each written assignment should comply with the page length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, charts or exhibits, and lists of references are not included in the page count. The manuscript should use 11-12 point type, double-spaced, with 1” margins all around. Appropriate titles and section headings should be used. Number the pages.

Presentation Format. Use MS Powerpoint. Keep it simple (no videos, sound effects, etc.) Limit animation to that required for an effective presentation. Provide electronic copy to instructor no later than 5:00 PM on due date

Outline Form Response. Most of the assignments specify an outline form response. I will expect a statement of the question followed by a bulleted or numbered list of the key items in your response.

***Essay Form Response*.** Some assignments may specify an essay form response. I will expect a well organized paper that addresses the case questions and uses section headings, bulleted lists, charts and exhibits as appropriate to clearly communicate your message.

Electronic Submissions. Submit your paper by email, the file name should identify the course, assignment number and your name or group ID. For example, “ENTP 6378_2_JSmith.doc” would identify John Smith’s written assignment 2.

CASE ANALYSIS GUIDELINES

Written assignments and exams will often require the analysis of case situations. In addition, preparation for class discussions will frequently require the analysis of a case situation. Case analysis assignments are designed to evaluate and develop your skills in:

- <u>identifying</u> key organizational issues (decisions or actions required in a given situation).
- <u>analyzing</u> the situation (identifying problems; understanding the underlying causal factors; and identifying and evaluating options)
- <u>recommending</u> specific actions (what should be done, by whom, when and in what sequence) to address the key issues.

I have provided specific questions for each case to focus your analysis. In general, there are no “right” or “wrong” answers for a specific case – different approaches and insights are possible, depending on your individual perspective and approach. Regardless of your approach and conclusions, I expect you to make recommendations that: (1) address the identified issues; (2) follow logically from your analysis and conclusions; and (3) make sense (are feasible) in the context of the case situation.

INDIVIDUAL PEER EVALUATION BY TEAM MEMBERS

A peer evaluation of the respective individual team members will be utilized to adjust individual grades on ALL group assignments (maximum range of +/- 20% of the group grade). The peer evaluation form attached to this syllabus will be completed individually and turned in by each group member as part of each group project assignment.

> At times teams have been formed for class projects wherein someone did not contribute significantly but expected the same grade as strong contributors. Fairness will prevail. I will compute individual grades for each group project and presentation based on the team score for each project and the group peer evaluations that each team member receives. Therefore, strong contribution to projects and regular attendance at team meetings are

essential for optimal grading. See the attached student peer evaluation form. Students will not directly grade (A, B, etc.) one another but will provide the instructor with feedback (with peer evaluation forms) as to the percentage of contribution of each member on a base of 100%. Individual grades may be lowered by the instructor given poor peer evaluations. Typically, the grade received by a team will be multiplied by the percentage of contribution by the team member, thus if all team members contribute equally, each will score 100% for their participation which will be the multiplier of the team score. Additional instruction regarding peer evaluation will be provided on the peer evaluation form.

Failure to complete a peer evaluation can result in reduction in grade. Evaluations will be kept confidential. <u>The team is accountable for warning any student who is in danger of receiving a failing peer evaluation. Failure of a team to warn a team member in a timely manner as described may invalidate negative ratings.</u> Interim evaluations may be completed at any time during the semester and submitted to the instructor as a means of identifying a problem with a team member. At that time, the instructor will talk with all parties involved to determine what course of action may need to be taken. <u>Please do not be afraid to discuss these problems with me individually and early on.</u> Warnings as to failure on peer evaluations most often reverses a negative course of action on the part of a team member, but removal of a team member from a team is possible. Please handle individual team member issues with proper care, courtesy and diplomacy.

Students dropped from teams by the instructor may be required to complete group projects on their own and such removal from a team may result in a lower grade for that team member. Other options include dropping or failing the course.

Late Work
Work submitted after the deadline will not be accepted.

Class Participation
Students are required to login regularly to the online class site. The instructor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Virtual Classroom Citizenship
The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Policy on Server Unavailability or Other Technical Difficulties
The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: http://www.utdallas.edu/elearninghelp, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

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Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements and the web browser configuration information.

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Course Access and Navigation

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login to the course through UTD Galaxy: http://galaxy.utdallas.edu or directly at http://elearning.utdallas.edu. Please see more details on course access and navigation information.

To get started with an eLearning course, please see the Getting Started: Student eLearning Orientation.

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. The UTD user community can also access the support resources such as self-help resources and a Knowledge Base. Please use this link to access the UTD eLearning Support Center: http://www.utdallas.edu/elearninghelp.

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Communications

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please see communication tool information.

Another communication tool available to students is live voice chat in the 3D virtual world of Second Life. Instructions for accessing the UTD SOM Island in Second Life can be found at http://som.utdallas.edu/somResources/eLearning/faculty/secondLife.php.

Interaction with Instructor: The instructor will communicate with students mainly using the Announcements and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails or Discussion board messages within 3 working days under normal circumstances.

The other form of regular interaction will be through the discussion boards for each class session. The professor may post one or more questions, comments, notes, etc. during a session week pertaining to the readings for that week. You will need to participate in the discussion function in order to get credit for participation.

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Student Resources

The following university resources are available to students:

UTD Distance Learning: http://www.utdallas.edu/oee/distance/students/cstudents.htm

McDermott Library: Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to http://www.utdallas.edu/library/distlearn/disted.htm.

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COURSE REQUIREMENTS & GRADING:

The list of assigned readings and cases is attached. Supplemental materials may be provided or posted electronically. Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience in this course and will be evaluated.

The course has been designed to allow flexible management of your time. There will be no quizzes or exams. Your grade will be based on group and individual written assignments and your contributions to class discussions. These assignments, their due dates and page limits, and their relative weights in determining your final grade are summarized in the table below:

Case	Due Date	Type	Length (pages)	Weight
1. RightNow Technologies	Jan 27, 2010	Individual - Outline Form	4-5	10%
2. Active Coatings (A)	Feb 10, 2010	Group - Outline Form	4-5	10%
3. Keeping Google "Googley"	Feb 24, 2010	Group - Outline Form	4-5	10%
4. New Balance Athletic Shoes	Mar 10, 2010	Group - Outline Form	4-5	10%
5. ATH Technologies, Inc.: Making the Numbers	Mar 31, 2010	Group - Outline Form	4-5	10%
6. Meg Whitman at eBay, Inc.	Apr 14, 2010	Group -Outline Form	4-5	10%
7. Intuit's New CEO: Steve Bennett	May 5, 2010	Individual - Outline Form	10-12	15%
8. Wild Card Presentation	TBD	Group Presentation	5-7	15%
9. Class Participation		Individual		10%
			Overall Course Grade	**100%**

Wild Card Presentation. Each group will be assigned one or more "wild card" presentations (see course outline). The group will prepare an outline form paper for the assigned case, prepare a presentation of their analysis, and present to the professor via the web teleconference facility. Each group will only be required to attend their "wild card" presentation. All other students are exempt, but will be responsible for reading the case and participating via the discussion board.

Peer Evaluation. A peer evaluation process will be utilized to adjust individual grades on all group assignments. The peer evaluation form (attached) should be completed individually and emailed to the instructor by April 28th.

	Points	Weight
RightNow Technologies	100	10%
Active Coatings	100	10%
Keeping Google "Googley"	100	10%
New Balance Athletic Shoe	100	10%
ATH Technologies	100	10%
Meg Whitman at eBay	100	10%
Intuit's New CEO	150	15%
Wild Card Presentation	150	15%
Class Participation	100	10%
Total		100%

Grading Scale

Scaled Score	Letter Equivalent
1000 - 930	A
929 - 900	A-
899 - 880	B+
879 - 830	B
829 - 800	B-
799 - 780	C+
779 - 730	C
729 - 700	C-
Less than 700	F

Accessing Grades

Students can check their grades by clicking "My Grades" under Course Tools after the grade for each assessment task is released.

Group Projects

Students will use a group sign-up sheet to form groups for group assignments or projects. A private discussion area will be set up on the discussion board for internal group communications. A group chat room can also be created for each group to use. A web conference system is available for use. Teams can schedule a live web conference for team work. Please see communication tool information for instructions on making a reservation and other web conference information. Meeting spaces have also been set up on the UTD SOM Island in the virtual world of **Second Life**. Instructions for accessing the island can be found at http://som.utdallas.edu/somResources/eLearning/faculty/secondLife.php.

Assignment submission instructions

You will submit your assignments (in the required file format with a simple file name and a file extension) by using the Assignments tool on the course site. Please see the Assignments link on the course menu or see the icon on the designated page. You can click each assignment name link and follow the on-screen instructions to upload and submit your file(s). Please refer to the Help menu for more information on using this tool. **Please note**: each assignment link will be deactivated after the assignment due time. After your submission is graded, you may click each assignment's "Graded" tab to check the results and feedback.

For the team project assignment, one group member will submit the assignment for the group and all group members will be able to view the results and feedback once it's been graded.

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DISCUSSION QUESTIONS FOR CASE ANALYSIS

The following discussion questions are provided to help you complete a structured analysis focusing on the key issues in each case. It is important, in written assignments, to address each of these points.

RightNow Technologies HBS 9-805-032

1. Evaluate the startup of RightNow Technologies in light of: (a) Kawasaki's "top five things an entrepreneur must accomplish"; and (b) Bhide's "questions every entrepreneur must answer". Looking back from the perspective of December 2003, how closely did Gianforte's approach to the startup conform to these guidelines? Where did it differ? What were the implications?
2. Consider RightNow Technologies' growth trajectory and development in the light of the models of organizational growth and evolution: (a) did RightNow's growth pattern conform more closely to that of a rocket ship, a gazelle or a turtle? (b) at which stage of development would you place them in the Flamholtz framework? Why? (c) how successful were Gianforte and his team in clearing each of the eight hurdles of the period of transition? Evaluate the company's current state with respect to each of the eight hurdles.
3. The case points out that Gianforte was a proselytizer for bootstrapping. Analysis of the financial statements (Exhibit 2) suggests that during the period of rapid growth in 2000-2001, the company's operating expenses ballooned out of control, triggering a retrenchment and reevaluation of strategy. Based on the information in the case, to what extent did RightNow Technologies conform to the guidelines and recommendations provided by Kawasaki (Ch 5) and Cornwall (Ch 2-3)?
4. What do you think Gianforte recommended to his board at the end of the case? Why? (Consider the estimated market valuations of the various options using data from the exhibits).

Surface Logix HBS 9-802-050

1. Evaluate the early startup of Surface Logix in the context of (a) the first hurdle in Picken's framework and (b) Kawasaki's ideas (Ch 2-3) about positioning and pitching. Do they have a clear strategic direction? What issues remain to be resolved? Do they have a clear and credible positioning in the marketplace? What would you recommend?
2. Evaluate SLI's strategy development process against the guidelines and criteria provided in *How Entrepreneurs Craft Strategies That Work*. What have they done well? In what areas have they fallen short?
3. Develop a milestone plan (Kawasaki's *MAT* and *Milestones for Successful Venture Planning*) for SLI from its founding in April 1999 through "proof of concept" in the form of production scale-up and commercialization. Identify the most important events, sequential dependencies, significant assumptions and appropriate tests of key assumptions. What are the elements of the critical path?
4. At the end of the case, Roberts is facing a major strategic choice and has asked for your assistance. How should he make the decision? What criteria should he use? Do Sull's ideas (*Disciplined Entrepreneurship*) suggest a useful approach? If you were in his position, what would you do? Why? What are the long term strategic implications of your choice?

Active Coatings, Inc. (A) HBS 9-796-061

1. Evaluate ACI's identified venture opportunities using Bhide's ideas from *How Entrepreneurs Craft Strategies That Work* and Moore's ideas about the ecology of competition in *Predators and Prey*. How do these approaches compare with the market evaluation criteria ACI's consultant used? Did you reach a similar or a different conclusion?
2. Use the ideas from *Business Marketing: Understand What Customers Value,* the criteria summarized in Figure 1 and the data presented in Exhibits 2 and 3 of the case to develop a *weighted criterion decision matrix* (see *Teaching Note* for an example). Explain your choice of criteria and weighting. Based on your analysis, why do you think ACI chose burn wound dressings as the lead application? Do you agree with their choice?
3. If burn wound dressings were taken off the table, which of the potential applications would be your second choice? Explain your choice in terms of the matrix developed above.
4. The founders of ACI face a difficult choice at the end of the case. Which of the strategic alternatives would you recommend? Why? Are there other strategic options available?
5. What lessons can be learned from the test failure? In hindsight, should ACI have placed all their eggs in this one basket?

Hydrocision, Inc. HBS 9-699-176

1. Hydrocision has identified four potential market opportunities (arthroscopic surgery, BPH – prostate therapy, debridement and gynecology). Use a *weighted criterion decision matrix* to evaluate each of these opportunities in terms of market potential, competition, sources of competitive advantage, cost and time to market, and any other criteria you consider appropriate. Explain your choice of criteria and weighting. Rank the opportunities in terms of relative attractiveness for Hydrocision and list the pros and cons for each.
2. Does Hydrocision have the ability to develop the "whole product" for arthroscopic surgery applications? What additional elements must be provided to deliver the whole product?
3. Consider Kawasaki's ideas with respect to positioning and branding. Based on these ideas, how can Hydrocision most effectively establish and communicate a distinctive and viable positioning relative to competitors? How can they create a contagion and lower the barriers to adoption? What would you recommend?
4. Consider the value proposition Hydrocision offers to physicians. Use the Buyer Utility Map as a starting point and (following Anderson et al) identify the points of parity, difference and contention that distinguished the Hydrocision approach from the competing technologies in the debridement (wound cleaning) application. Prepare a resonating focus value proposition for the Arthrojet System in this market.
5. Evaluate the distribution options discussed in the case. What are the pros and cons of each? What would you recommend? How important is it for Hydrocision to choose the right strategic partner?

Keeping Google "Googley" HBS 9-409-039

1. Diagram Google's business model, detailing the relationships among the end users, web portals utilizing the Google search engine(s), advertisers, online publishers AdWords/AdSense, and the communication and collaboration applications offered by Google. Based on your analysis, define the critical success factors for Google's continued growth and profitability. How would these translate into objectives for the organizational design?
2. Diagram Google's current overall organization structure (high level) based on information provided in the case and Exhibit 7. How would you characterize this structure in terms of the models defined in the lecture "Building an Organization and a Team"?
3. Evaluate Google's management and organizational structure with respect to their ability to continue to innovate and lead the market for online advertising services. What are the strengths and limitations of the current structure and processes (*Do You Have a Well-Designed Organization*?) Are they effectively positioned for continued growth and innovation? What "growing pains" do you anticipate as the company continues to grow rapidly (see*Teaching Note – Models of Organizational Growth* – p.7 and consider other issues identified in the case)?
4. Evaluate Google's recruiting, hiring, compensation and recognition practices in light of: (a) their desire to maintain a culture of creativity and innovation, and (b) the guidelines provided by Kawasaki (Ch.6) and Cornwall (Ch.4). In what ways does Google behave more like a startup than a mature company? How are they more like a large and relatively mature organization? What challenges do you anticipate as the organization continues to grow?
5. Evaluate the decision-making process at Google, as described in the case. Is it realistic for the company to continue to support a consensus-oriented decision-making process, or are some compromises necessary as the company grows? If so, what would you recommend to (a) ensure that the organization continues to support creativity and innovation from top to bottom; while (b) maintaining an appropriate strategic focus?
6. What broad recommendations would you make for the future development of the organization in light of the guidelines of Kawasaki and Gould & Campbell? What new skills need to be developed or acquired? How would you address the anticipated "growing pains" identified in response to question 1 above?

DigitalThink: Building a Sales Force HBS 9-898-193

1. What is the most appropriate value discipline (*Customer Intimacy and Other Value Disciplines*) around which DigitalThink should build its sales strategy? Why? What are the pros and cons of the alternatives? What obstacles will they encounter in achieving parity in the other disciplines?
2. Who is the customer (who selects, recommends, influences, and approves the purchase of services)? Who controls the resources? What kind of relationship with the customer is required to support the sale?
3. Describe the sales cycle. What are the key milestones? What kinds of support will be required? What kind of information will be required to manage the process? Consider the guidelines provided in *Staple Yourself to a Sales Order.* What should the infrastructure process look like (develop a flow chart).
4. What kind of sales organization will be required? Why direct sales? Why not independent reps or distribution? Analyze these issues based on *Matching Your Sales Force Structure to the Business Life Cycle*. How would you structure an incentive compensation program (targeted compensation, base/incentive split, timing, etc.)? Address the issues detailed on pages 13-14 of the case.

New Balance Athletic Shoes HBS 9-680-110

1. How important is continued product innovation to New Balance's ability to compete in its marketplace? What timing and seasonal factors come into play? Who are the New Balance's key suppliers and partners in the innovation ecosystem? What role do competitors play? Discuss the interdependencies and risks inherent in this marketplace in the context of Adner's article.
2. Is the logistics challenge faced by New Balance a simple question of manufacturing capacity, or must it consider its entire supply chain including transportation costs? Consider Fisher's framework and Cornwall's ideas, the demand forecast presented in Exhibit 5, and the cost data presented in the case and exhibits to compare and analyze the relative economic attractiveness of the three expansion alternatives considered in the case (prepare and submit a spreadsheet electronically). Based solely on the numbers, which alternative appears to be the most attractive?
3. There are a number of non-economic, non-supply chain considerations that should be addressed as well, including the reliability of market forecasts. What are the key uncertainties to be considered? How should they be factored into the analysis?. Would consideration of these factors change your assessment?
4. Evaluate the tradeoff between the risk of carrying excess capacity vs. the risk of lost sales (assume a plus or minus 20% volume swing from the baseline forecast and consider the incremental profit lost if demand could not be satisfied). How large would the economic impact be?
5. All things considered, if you were James Davis, what would you recommend to your board? Why?

Davis Boatworks HBS 9-899-248

1. Analyze and evaluate the working capital issues inherent in Davis Boatworks' operations (see Exhibit 5).[1] The projections contained in Exhibit 6 indicate a significant improvement in free cash flow with increased volume. Are these projections realistic? What are the key assumptions? What are the underlying reasons for the improvement? Have they realistically considered Kawasaki's ten most important "red pill" questions (p 92)?
2. Perform a valuation analysis on Davis Boatworks as of 11/30/98 and 11/30/03 (projected), both with and without the proposed expansion in capacity (Exhibits 6 and 7). Use net asset value, multiples of net income and discounted cash flow techniques (see *Teaching Note on Financial Analysis and Projections* for a review of the methods for conducting such an analysis). What do you think the company is worth at 11/30/98?
3. From Zider's perspective, is Davis Boatworks a suitable candidate for venture capital financing? If so, why? If not, why not? Has the company been capital efficient in the use of its resources? (see Session 9 lecture).
4. Exhibit 8 projects a $3.245 million capital investment to fund the expansion and growth of the company. Based on your valuation analysis, what percentage of the company would an outside investor demand for a $3.245 million equity investment. What kind of operational control would you ask for as a condition of your investment? If you were Buddy Davis, would this be acceptable?

ATH Technologies, Inc.: Making the Numbers HBS 9-197-035

1. The ATH Technologies, Inc. case raises a number of issues related to the effective design and use of incentives and internal control systems. Specific questions are provided in five separate sections in the case, corresponding to five stages in the growth and evolution of the company.
2. Consider the concepts and frameworks presented in the three readings as you prepare an outline form response based on the questions provided in the case.

[1] **CAUTION:** Financials presented in the case have a number of problems in Exhibit 8. Balance sheet is not in balance, and cash and retained earnings do not walk forward. You will need to correct these items before conducting your analysis.

General Scanning, Inc. (A) HBS 9-698-036

1. Evaluate the growth and evolution of GSI in terms of: (a) the key tasks of the pyramid of organizational development outlined by Flamholtz and Randle, and (b) Picken's "eight hurdles" framework (*Teaching Note – Models of Organizational Growth and Evolution).* What has the company done well? What remains to be accomplished?
2. Based on your analysis, where would you place GSI in terms of Flamholtz & Randle's model of the stages of growth? What evidence can you cite to support your conclusion? To which stage in Caitlin and Matthews' framework does this correspond?
3. With respect to the stage of development you have identified, evaluate the leadership of Montagu and Brosen in terms of the key leadership roles, critical responsibilities, and personal leadership development appropriate to that stage (*Leading at the Speed of Growth*). What shortfalls appear? Have these shortcomings manifested themselves in terms of "growing pains" or other organizational issues?
4. To what extent has the recruitment of Wes Davis addressed the founders' leadership shortcomings? To what extent has his presence created a new set of challenges?
5. What are the top three issues facing GSI at the end of the case? What do you recommend with respect to each?

Meg Whitman at eBay, Inc. HBS 9-401-024

1. Summarize the key assumptions and values that formed the foundation of eBay's culture prior to Whitman's arrival. How were these influenced by the personal ideas and values of Pierre Omidyar?
2. How were these assumptions and values reflected as artifacts (visible manifestations of the culture) in: (a) the relationships between the company and its customers; and (b) the internal structures, processes and employee relationships of the organization. Does eBay "make meaning" (Kawasaki – Ch 1)?
3. There is an inevitable tension between the freewheeling culture of an internet startup and the structure and discipline required to build a significant business. Evaluate the significant changes discussed in the case (system capacity, marketing strategy, streamlining and strengthening the organization, addressing community safety issues, and strategic partnership agreement with AOL) in terms of how the implementation of these changes: (a) impacted; and/or (b) was influenced by the culture.
4. At the end of the case, Whitman ponders the challenges of rapid growth and its impact on eBay's culture. What are the underlying issues? If she chooses to continue on the path of explosive growth, what actions should she take to preserve the culture? If growth inevitably has an adverse impact on the culture, will the company lose its unique positioning and momentum? What should she do? Why?

Biogen, Inc.: rBeta Interferon Manufacturing Process Development HBS 9-696-083

1. The case identifies five principal areas of risk (page 4) associated with the rBeta project. Using the frameworks provided in the readings, assess and evaluate each of these potential areas of risk in terms of the potential impact on: (a) the time line detailed in Exhibit 3; (b) the cost of the development project; (c) the ultimate success of the project (competitive advantage and profitability of the interferon molecule). Which are the most critical risks (in priority order)? Why?
2. Was the introduction of a new management and organizational approach (project management discipline and cross-functional teams) an effective strategy to mitigate the inherent risk in the project, or did the new structure itself represent an additional source of project risk?
3. Murphy (of Murphy's Law fame) showed up a number of times during the course of the project. Identify Murphy's major appearances (when glitches that represented deviations from the original plan impacted the time line and threatened the success of the project). Were these "predictable surprises"? Analyze and evaluate both the underlying causes of each and the ultimate impact on the project.
4. What recommendations would you make to Jim Vincent to more effectively manage (reduce and/or mitigate) the risks on future projects, without adversely impacting time to market?

Intuit's New CEO: Steve Bennett HBS 9-803-044

1. In many ways, Intuit was a classic entrepreneurial success story. Seventeen years after its founding, the company reached $1 billion in sales, was solidly profitable, and its stock price was 40 times FY 2000 earnings. Evaluate the state of Intuit's development prior to Bennett's arrival in early 2000 using the frameworks described in *Models of Organizational Growth and Evolution* (stages of organizational growth; pyramid of organizational development, the eight hurdles model). What hurdles have they successfully cleared? Where have they stumbled?
2. Some have argued that there is a qualitative difference between an entrepreneurship and a professionally-managed firm regardless of size. Would you characterize Intuit as a billion dollar entrepreneurship or a professionally-managed firm, or somewhere in between at the time of Bennett's arrival in early 2000? Provide specific examples to support your conclusions.
3. Steve Bennett made numerous changes in his first eight months on the job and has plans for more in the near future. Evaluate each of these changes in view of what you have learned in this course. Is Bennett on the right track? Have some of his actions had unintended consequences? Was the pace too fast or too slow? What risks do you see in his approach? What major challenges lie ahead? What kind of company do you expect Intuit to be by 2003?
4. If you were an advisor who had Bennett's ear in August 2000, what recommendations would you make?

ASSIGNMENTS AND ACADEMIC CALENDAR

SESSION DATE	SESSION TOPIC/PREPARATION	ASSIGNMENT
S01 Jan 10-14	**Introduction:The Art of the Start** **Readings**: ▪ Kawasaki: *The Art of Starting*: 1-26 ▪ Bhide*: The Questions Every Entrepreneur Must Answer* HBR 96603 (eJournal) **Course Introduction:** *Scope, focus and requirements* **Lecture:** *Managing the Emerging Enterprise*	
S02 Jan 17-21	**Models of Organizational Development** **Readings:** ▪ Teaching Note: *Models of Organizational Growth and Evolution* (ELearning) ▪ Moore: *Predators and Prey: A New Ecology of Competition.* HBR May-June 1993 (eJournal) **Lecture 1:** *Models of Organizational Development* **Lecture 2:** *The Art of Bootstrapping*	**Discussion Board**
S03 Jan 24-28	**Bootstrapping** **Readings:** ▪ Kawasaki: *The Art of Bootstrapping:* 79-99 ▪ Cornwall: *Bootstrapping*: 1-49 ▪ Sull: *Disciplined Entrepreneurship*, MIT Sloan Management Review. Fall 2004 (eJournal) **Case:** *RightNow Technologies* HBS 9-805-032 **Lecture:** *Setting the Direction*	**Written Assignment #1:** Individual assignment. Address the case preparation questions in a 4-5 page outline form response. **Discussion Board**
S04 Jan 31-Feb 4	**Setting the Direction** **Readings**: ▪ Kawasaki: *The Art of Positioning*: 29-43; *The Art of Pitching*: 44-65; *The Art of Writing a Business Plan: 66-75;* ▪ Bhide: *How Entrepreneurs Craft Strategies that Work* HBR 94202 Mar-Apr 1994 (eJournal) ▪ Block & Macmillan: *Milestones for Successful Venture Planning* HBR 85503 Sept-Oct 1985 (eJournal) **Case**: *Surface Logix* HBS 9-802-050 **Lecture**: *Innovation and Product Development: Defining the Offering*	**Wild Card #1** **Small Group Web Conference with Professor: Feb 2 at 5:00 pm CST** **Discussion Board**
S05 Feb 7-11	**Innovation & Product Development: Defining the Offering** **Readings:** ▪ Anderson & Narus: *Business Marketing: Understand What Consumers Value* (HBR 98601) HBR Nov-Dec 1998 (eJournal) ▪ Kim & Mauborgne: *Knowing a Winning Business Idea When You See One* (HBR R00510) (eJournal) ▪ Chakravorti: *The New Rules for Bringing Innovations to Market*. HBR 0403D March 2004 (eJournal) ▪ Teaching Note: *Using a Weighted Criterion Decision Matrix* (Web CT) **Case:** *Active Coatings, Inc. (A)* HBS 9-796-061 **Lecture:** *Strategic Choices in Marketing*	**Written Assignment #2:** Group assignment. Address the case preparation questions in a 4-5 page outline form response. **Discussion Board**
S06 Feb 14-18	**Marketing: Strategic Choices** **Readings:** ▪ Kawasaki: *The Art of Branding*: 167-191; *The Art of Rainmaking*: 192-207 ▪ Cornwall: *Bootstrap Marketing: The Startup Venture: 81-104; The*	**Wild Card #2** **Small Group Web Conference with**

	Growing Venture: 105-121 ▪ Anderson, Narus & van Rossum: *Customer Value Propositions in Business Markets* (HBR R0603F) (eJournal) ▪ G. Moore: *Crossing the Chasm – and Beyond*. Excerpt from *Inside the Tornado* (Web CT) **Case:** *Hydrocision, Inc*. HBS 9-699-176 **Lecture:** *Building an Organization and a Team*	**Professor: Feb 16 at 5:00 pm CST** **Discussion Board**
S07 Feb 21-25	**Building an Organization and a Team** **Readings:** ▪ Kawasaki: *The Art of Recruiting*: 100-118 ▪ Cornwall: *Staffing and Human Resource Bootstrapping*: 51-67 ▪ Goold & Campbell: *Do You Have a Well-Designed Organization?* (HBR R0203K Mar 2002) (eJournal) **Case:** *Keeping Google "Googley"* HBS 9-409-039 **Lecture:** *Infrastructure Processes: Managing the Customer Relationship*	**Written Assignment #3:** Group assignment. Address the case preparation questions in a 4-5 page outline form response. **Discussion Board**
S08 Feb 28-Mar 4	**Infrastructure Processes: Managing the Customer Relationship** **Readings:** ▪ Treacy & Weirsema: *Customer Intimacy and Other Value Disciplines*. (HBR 93107 Jan-Feb 1993) (eJournal) ▪ Zoltners, Sinha & Lorimer: *Match Your Sales Force Structure to your Business Life Cycle* (HBR R0607F July 2006) (eJournal) ▪ Shapiro et al: *Staple Yourself to an Order*. (HBR R0407N Jul-Aug 2004) (eJournal) **Case:** *DigitalThink: Building a Sales Force* HBS 9-898-193 **Lecture:** *Building the Operational and Product Development Infrastructures*	**Wild Card #3** **Small Group Web Conference with Professor: March 2 at 5:00 pm CST** **Discussion Board**
S09 Mar 7-11	**Building the Operational and Product Development Infrastructures** **Readings:** ▪ Cornwall: *Bootstrapping through Efficient Processes*: 69- 80 ▪ Adner: *Match your Innovation Strategy to Your Innovation Ecosystem* (HBR R0604F April 2006) (eJournal) ▪ Fisher: *What is the Right Supply Chain for your Product? (*HBR 97205 Mar-Apr 1997) (eJournal) ▪ Cohen et al: *Winning in the Aftermarket* (HBR R0605H May 2006) (eJournal) **Video:** *IDEO – The Deep Dive* (ABC News Nightline) **Case:** *New Balance Athletic Shoes* HBS 9-680-110 **Lecture:** *Acquiring and Managing Financial Resources*	**Written Assignment #4:** Group assignment. Address the case preparation questions in a 4-5 page outline form response. **Discussion Board**
Mar 14-18	**Spring Break**	
S10 Mar 21-25	**Acquiring and Managing Financial Resources** **Readings:** ▪ Kawasaki: *The Art of Raising Capital:* 119-148 ▪ Cornwall: *Startup Financing and Cash Management in a Bootstrapped Business:* 123-141 ▪ Bhide: *Bootstrap Finance: The Art of Startups* (HBR 92601 Nov-Dec 1992) (eJournal) ▪ Zider: *How Venture Capital Works* (HBR 98611 Nov-Dec 1998) (eJournal) ▪ Picken: *Teaching Note on Financial Analysis and Projections* (ELearning) **Case:** *Davis Boatworks* HBS 9-899-248 **Lecture:** *Management Systems and Governance*	**Wild Card #4** **Small Group Web Conference with Professor: March 23 at 5:00 pm CST** **Discussion Board**
S11 Mar 28-Apr 1	**Management Systems and Governance** **Readings:** ▪ McGrath and MacMillan: *Discovery-Driven Planning* (HBR 95406 Jul-Aug 1995) (eJournal) ▪ Simons: *Control in an Age of Empowerment* (HBR 95211 Mar-Apr 1995)	**Written Assignment #5:** Individual assignment. Address the case preparation questions in a 4-5 page

	(eJournal) ▪ Kaplan & Norton: *The Balanced Scorecard: Measures that Drive Performance* (HBR R0507Q) Jul-Aug 2005) (eJournal) **Case:** *ATH Technologies, Inc.: Making the Numbers* HBS 9-197-035 **Lecture:** *Leadership Challenges: Changing goals, roles and responsibilities*	outline form response. **Discussion Board**
S12 Apr 4-8	**Entrepreneurial Leadership: From Entrepreneur to CEO** **Readings:** ▪ Catlin & Matthews 1-112 ▪ Walker: *Saving Your Rookie Managers from Themselves*. (HBR R0204H April 2002) (eJournal) **Case:** *General Scanning, Inc. (A)* HBS 9-698-036 **Lecture:** *The Role and Importance of Organizational Culture*	**Wild Card #5** **Small Group Web Conference with Professor: April 6 at 5:00 pm CST** **Discussion Board**
S13 Apr 11-15	**Developing and Managing the Culture** **Readings:** ▪ Schein: *The Role of the Founder in Creating Organizational Culture* (Organization Dynamics 12(1) Summer 1983) (eJournal) ▪ Cornwall: *Creating and Sustaining a Bootstrap Culture*: 143-155 ▪ Kawasaki: *The Art of Being a Mensch*: 211-217 **Case:** *Meg Whitman at eBay, Inc. (A)* HBS 9-401-024 **Lecture:** *Managing Risks*	**Written Assignment #6:** Group assignment. Address the case preparation questions in a 4-5 page outline form response. **Discussion Board**
S14 Apr 18-22	**Managing Risks: Anticipating the Unthinkable** **Readings:** ▪ Watkins & Bazerman: *Predictable Surprises: The Disasters You Should Have Seen Coming.* (HBR Mar 2003) (eJournal) ▪ Roberto et al: *Facing Ambiguous Threats* (HBR R0611F Nov 2006) (eJournal) ▪ Simons: *How Risky is Your Company? (HBR 99311 May-Jun 1999)* (eJournal) ▪ Royer: *Why Bad Projects are So Hard to Kill* (HBR R0302C Feb 2003) (eJournal) **Case:** *Biogen, Inc: rBeta Interferon Manufacturing Process Development* HBS 9-696-083 **Lecture:** *Managing through Crises*	**Wild Card #6** **Small Group Web Conference with Professor: Feb 16 at 5:00 pm CST** **Discussion Board**
S15 Apr 25-29	**Murphy's Law: Managing through Crises** **Readings:** ▪ Augustine: *Managing the Crisis You Tried to Prevent* (HBR Nov-Dec 1995) (eJournal) **Speaker: TBD** **Lecture:** *From Entrepreneurship to Professional Management*	**Turn in Peer Evaluation Form by email or in a sealed envelope.** **Discussion Board**
S16 May 2-6	**FINAL EXAM** (take home) **Final Exam Case:** *Intuit's New CEO: Steve Bennett* HBS 9-803-044 ***Email or turn in to Dr. Picken's office no later than 3:00 PM on December 11, 2009.***	**Written Assignment #7:** Individual assignment. Address the case preparation questions in an 10-12 page outline form response..

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Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the UTD Judicial Affairs web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. An online instructional assessment form will be made available for your confidential use. Please look for the course evaluation link on the course Home Page towards the end of the course.

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University Policies

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 Student Services and Activities of the university's *Handbook of Operating 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 and is over 90% effective.

Email Use

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.

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, I 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 deal 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/BusinessAffairs/Travel_Risk_Activities.htm)

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

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