

Course Syllabus

Course Information

<i>Course Number/Section</i>	BPS 4305-008
<i>Course Title</i>	Strategic Management
<i>Term</i>	Fall 2013
<i>Days & Times</i>	Tuesday and Thursday, 400pm – 515pm, Room: JSOM 2.804

Professor Contact Information

<i>Professor</i>	Daniel C. Bochsler
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<i>Email Address</i>	dan.bochsler@utdallas.edu
<i>Office Location</i>	SOM 4.203
<i>Office Hours</i>	Tues/Thurs 2:00pm – 3:30pm, or schedule for other times.
<i>Other Information</i>	Please contact me via eLearning Message system

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

As required by your advisor and academic program plan and university course catalog.

Course Description

This is a capstone-level course requiring integration of all fields of business. Students will draw upon their broadened awareness of various environmental influences (social and political) to solve business problems. Management alternatives will be examined with an ethical perspective relating policy trends to the strategic planning mode.

The Strategic Management course has been designated a capstone course in business at the University of Texas at Dallas. The purpose of a capstone course is to integrate the learning achieved in individual business courses taken to earn a business degree. The knowledge acquired in finance, accounting, operations, MIS, marketing, and organizational behavior classes will be utilized to study the strategic management of the firm as well as the responsibilities of the general manager. Students will participate in a simulation that requires taking into account multiple decision-making factors while balancing all sectors of the firm's environment. This is an intense course, which requires a substantial time commitment. You should come away from this class with personal confidence that you can understand how a company behaves and how the various functions fit together and operate.

Student Learning Objectives/Outcomes

By the end of the course, students should have a holistic view of strategic management and sensitivity to the issues all strategic managers must deal with. To this end, specific course objectives are:

- 1) Students will be able to complete an external and internal analysis of a firm.
- 2) Students will be able to complete a financial analysis of a firm.
- 3) Students will be able to identify the strategic problems of a firm, and develop ethical solutions to those problems.
- 4) Students will be able to integrate skills acquired in finance, accounting, marketing, production and MIS courses to create a successful firm strategy.

Required Textbooks and Materials

Required Texts

Dess, Lumpkin, Eisner, McNamara. *Strategic Management: Text and Cases*. 2012. 6th Edition, McGraw-Hill Irwin, ISBN 978-0-07-802931-8.

Required Materials

1. Management Simulations FOUNDATION and Comp-XM. (Simulation Guide is distributed in class). You are required to pay for and register online at <http://www.capsim.com> for the simulation. The Industry ID for this class is: F57952_000. With questions regarding the technical aspects of the simulation, please call the following toll free number: 877-477-8787.
2. Refer to APA or MLA style guides at <http://owl.english.purdue.edu/owl/resource/557/01/> if you need as a reference for writing your individual case paper.
3. eLearning will be used throughout the semester. eLearning allows you to receive information from instructor, submit most assignments electronically, and sometimes monitor your grades. Be sure that your grades have been recorded correctly if they are listed in eLearning or have been provided by handout for other message from Instructor. Report any discrepancies within TWO WEEKS of the day the grade was posted or provided to you.
4. Use the website: <http://owl.english.purdue.edu/owl/resource/614/01/> to refer to the MLA annotated bibliography guide. You may also use APA style as well.
5. Bring a new, unused blue book document, or a neatly stapled set of your own paper pages, to each exam.

Suggested Course Materials

Suggested references you may find helpful during the course in supporting some assignments: Range of journals through McDermott Library (www.utdallas.edu/library/resources/journals.htm)

Assignments & Academic Calendar

The following course schedule provides a detailed checklist of topics and assignments by week. This course outline provides a general plan for the course. The Instructor reserves the right to make periodic changes to content, requirements, and schedule. Notice that there may be times when you have more than one assignment due on a particular day. You will need to plan ahead so that you do not fall behind or miss a grade. Readings and assignments are to be completed before class. All assignments are due at the beginning of the assigned class period, unless otherwise noted below.

Topics, Reading Assignments, Due Dates, Exam Dates (all times are local Dallas time)

Date	Topic	Reading/Case Discussion	Assignments Due
8/27 Tues (Fall 2013)	Course Introduction, Requirements, Intro to Foundation Simulation	Syllabus review, Foundation simulation discussion	<ul style="list-style-type: none">• None (class handouts)
8/29 Thurs	(no class – independent time for assignments listed)		<ul style="list-style-type: none">• Read Foundation Student guide• Be registered for simulation exercise; begin simulation rehearsal and practice• Print Foundation FastTrack• Get ahead with textbook reading

9/3 Tues	Strategic Management	Chapter 1	<ul style="list-style-type: none"> Lecture
9/5 Thurs	Case Discussion	Case #1: Robin Hood	<ul style="list-style-type: none"> Prepare case #1 discussion questions
9/10 Tues	Capsim Simulation	Discussion & strategy; Start work – Sim #1: Cost Leadership with Product Lifecycle Focus	<ul style="list-style-type: none"> Lecture
9/12 Thurs	Library Presentation	Research refresher	<ul style="list-style-type: none"> Presentation
9/17 Tues	External Environment	Chapter 2	<ul style="list-style-type: none"> Lecture
9/19 Thurs	Case Discussion	Case #24: Nintendo	<ul style="list-style-type: none"> Prepare case #24 discussion questions
9/24 Tues	Internal Environment	Chapter 3	<ul style="list-style-type: none"> Lecture
9/26 Thurs	Case Discussion	Case #26: Pixar	<ul style="list-style-type: none"> Prepare case #26 discussion questions
10/1 Tues	Intellectual Assets, Diversity Issues	Chapter 4	<ul style="list-style-type: none"> Lecture
10/3 Thurs	Case Discussion	Case #20: Apple	<ul style="list-style-type: none"> Prepare case #20 discussion questions
10/8 Tues	Strategic Leadership & Ethics	Chapter 11; Start work – sim #2: Differentiation with Product Lifecycle focus	<ul style="list-style-type: none"> Lecture Foundation simulation: Cost Leadership strategy sim #1 paper due in hardcopy during class.
10/10 Thurs	Case Discussion	Case #3: Skeleton	<ul style="list-style-type: none"> Prepare case #3 discussion questions
10/15 Tues	Exam #1		
10/17 Thurs	Business Level Strategy	Chapter 5	<ul style="list-style-type: none"> Lecture
10/22 Tues	Corporate Level Strategy	Chapter 6	<ul style="list-style-type: none"> Lecture
10/24 Thurs	Case Discussion	Case #18: Ford	<ul style="list-style-type: none"> Prepare case #18 discussion questions
10/29 Tues	International Strategy	Chapter 7	<ul style="list-style-type: none"> Lecture
10/31 Thurs	Case Discussion	Case #28: Geely; Start work – sim #3: Niche Differentiation focus	<ul style="list-style-type: none"> Prepare case #28 discussion questions Foundation simulation: Differentiation strategy sim #2 paper due in hardcopy during class.

11/5 Tues	Special Topic presentation (and possibly some biblio 1 minute summaries	21 st Century Executive	<ul style="list-style-type: none"> Lecture Annotated Bibliography due (submit via eLearning before 11:00pm)
11/7 Thurs	Annotated Bibliography: verbal, 1 minute summary	Short individual presentations	<ul style="list-style-type: none"> 1 min. verbal presentation (topic title, article title, 3 key points or items of interest)
11/12 Tues	Strategic Control and Ethical Responsibility	Chapter 9	<ul style="list-style-type: none"> Lecture
11/14 Thurs	Case Discussion	Case #6: AIG Group	<ul style="list-style-type: none"> Prepare case #6 discussion questions
11/19 Tues	Organization Design and Structure	Chapter 10	<ul style="list-style-type: none"> Lecture Individual Case: #10 (McDonalds) due (submit via eLearning before 11:00pm)
11/21 Thurs	Case Discussion	Case #14: Johnson & Johnson	<ul style="list-style-type: none"> Prepare case #14 discussion questions
11/26 and 11/28	NO CLASS – Fall break		
12/3 Tues	Innovation, Sustainability, and Entrepreneurship	Chapters 8 & 12	<ul style="list-style-type: none"> Lecture CompXM start (12/3)
12/5 Thurs	Case Discussion	Case #36: Keurig Coffee	<ul style="list-style-type: none"> Prepare case #36 discussion questions
12/10 Tues	Exam #2		<ul style="list-style-type: none"> Foundation simulation: Niche strategy sim #3 paper due in hardcopy at beginning of class, before exam.
12/12	No in class time		
12/13 Fri	No in class time		<ul style="list-style-type: none"> Comp-XM end (12/13 at 11pm)

Grading Policy

The list of assigned readings and class activity is contained in the course calendar above. The grading values are as follows:

Exam #1	10%
Exam #2	10%
Annotated Bibliography (8) + pres (4)	12%
Syllabus Review	5%
Individual Written Case analysis:	20%
Simulation Paper #1:	5%
Simulation Paper #2:	5%
Simulation Paper #3:	5%
Comp-XM:	10%
<u>Case discussion question summaries</u>	<u>18%</u>
	100%

You are expected to read each assigned chapter and case study. Exams will assume you have read the chapters, and quality of your class participation will depend on it. The Instructor will not cover all elements of a chapter during lectures. Grades will be assigned according to the following scale:

Points	Grade	Points	Grade
>=97 – 100	A+	>=74 – <77	C
>=93 – <97	A	>=70 – <74	C-
>=90 – <93	A-	>=67 – <70	D+
>=87 – <90	B+	>=64 – <67	D
>=84 – <87	B	>=60 – <64	D-
>=80 – <84	B-	Less than 60	F
>=77 – <80	C+		

Course Policies

General Course Format

The structure of this course will be a combination of lectures, discussions, short videos, case analysis, and simulation exercises. The single weekly class will generally be designated as a lecture and/or discussions sessions according to the course assignments and academic calendar; the purpose being to equip the student with models, frameworks, approaches and raise student awareness of the issues associated with each topic. Classes will be interactive, and drawing on each everyone's experiences and perspectives as much as possible. Also included will be case discussions, analyses, and/or simulations. Usually, the cases used apply the concepts and approaches covered in the class lecture and textbook.

eLearning

You will need to sign up for an eLearning account for use during this class. This will be the method of communication that I will use to post class related announcements, class support information including syllabus, and class session related study items and assignments. This will be your destination for submitting many assignments electronically. Direct any email communication to me through eLearning. A University policy to protect student privacy directs that faculty are not required to answer student emails unless they are from a UTD account. This means that I will not respond to emails unless they come through eLearning. You should be able to access eLearning with your UTD ID and password. Call computer services at (972)-883-2911 if you need assistance, and view UTD website resources to become familiar with the eLearning system.

Paper and Assignment Recommendation

You should strive to prepare papers and assignments that are of the same quality that you would provide the management of a business that you are dealing with or working for directly. Also, assignments submitted via Turn-it-in in eLearning allow you to get a plagiarism "originality" assessment. You can resubmit, check online evaluation, and resubmit multiple times if needed to help you avoid accidental misquoting of sources without proper referencing. You should

review things carefully if your originality index is above 15% - small matches, etc. have been excluded to make these evaluations more helpful to you.

Preparation for and Discussion during Class

Class discussion will take place against a background of conceptual material that is acquired through assigned textbook reading, selected case studies, and brief lectures which are listed in the course outline.

Do not be discouraged by some technicalities you may encounter in readings and cases. The Instructor will not hold you responsible for knowing the history of a particular industry, nor for having studied the research issues. So, skip the technicalities and simply ask yourself what the key insights and findings of each reading and case are. Write these down. Try to relate them to the case for the day. But, more importantly, try to relate them to the key ideas of other readings in the course.

The course may have a mixture of mostly new and a few "classic" cases. The latter ones offer the opportunity to discuss fundamental and timeless issues and challenges faced by companies. Please study them in that spirit and do not dismiss them out of hand simply because they seem "old." Ask yourself - as we will in class - What can I learn from this situation that is relevant to companies that I am interested in today?

In a typical class, the Instructor will ask one or more participants to start the class by answering a specific question. Anyone who has thoroughly prepared the case with written conclusions should be able to handle such a lead-off assignment. After a few minutes of initial analysis, we will open the discussion to the rest of the class. As a group, we will then build a complete analysis of the situation and address the problems and issues presented in the case. We will also spend time discussing the implementation of those recommendations.

Most general managers spend very little time reading, and even less time writing reports. The vast majority of their interactions with others are verbal. For this reason, the development of verbal skills is included in this class. The classroom should be considered a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach.

Missed Classes

It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member and/or eLearning – not the Instructor. Each student is responsible for ALL information given in class. This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.

Make-up exams

There will be no makeup quizzes or exams.

Extra Credit

There will be no extra credit.

Late Work

All assignments are due on or before the due date and time. Late assignments will not be accepted.

Classroom Citizenship

Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. Remember:

- Silence all cell phones and pagers.
- No talking amongst yourselves.
- Avoid text messaging or laptop email in class; none will be allowed during exams.
- Take good notes
- Arrive on time, and don't leave early.
- Respect all opinions and cultures in class. You are expected to be open minded and willing to learn and experience. The class will not be a forum for any student to personally advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

Assignment Details

Syllabus Review Assignment Item

Please complete this assignment within the first 3 sessions of the course by reviewing the syllabus, then completing the eLearning Assessment Assignment question.

Case Discussion Question Summary

Each week that a case is assigned for discussion, you should first read the textbook chapter and then the case. You must prepare a written (1 page only) "bulleted" summary (see format note below). This summary may be collected during any associated class period, except for case #1. Of the 9 discussion cases to be covered during the course, the Instructor will randomly collect the 1 page written summary from ALL students during any 6 class periods; each submission may serve up to 3 points of your case discussion questions summary grade (3 points for typed and content, 1 point for hand written and content, 0 points for not turning it in or late). This prep will aid in getting your thoughts organized for class discussions, and each student has individual experiences and thoughts to share that will enrich the topics and direction of discussion in this course. Follow this outline:

- 1) For each case discussion question (see below in this Syllabus for question lists), prepare a short list (3-4 items in bulleted format) of observations, perspectives, recommendations, and opinions about each questions. Do not write down in paragraph form. Bulleted format is commonly used in business and briefing situations, and this helps you to gain valuable skill in becoming a better, concise presenter and communicator.

The assignments for a class should be prepared in advance of that class. These require the identification of key issues, problems, and opportunities; the articulation and evaluation of alternative approaches to deal with the identified problems; the selection of a preferred strategy; and the formulation of a concrete action plan to implement the strategy. From the comparison in class of different approaches, we intend to highlight the nature of the tradeoffs, the importance of assumptions, personal values and orientations in the decision-making process, and the usefulness and limitations of an informed, analytical approach.

Annotated Bibliography

The annotated bibliography is to consist of 8 individual detailed summaries, reviewing and reporting on 8 different articles, from 8 different major journal sources dealing with some

topical aspect of strategic management (e.g., review textbook chapter titles, or section subtitles and choose one as a topic that personally interests you). Each student is to prepare a 1 page summary per article, with proper citation format; Use APA or the MLA Annotated bibliography reference above for format information, with the exception that your work should be single spaced. Your sources should come from a variety of journals, and NONE may come from simple internet sources (blog posts or common simple news article briefs, etc.) – you must use published business journals (McDermott library online ejournal search is best) that give you a “flavor” of the current strategic situation in the business world related to your topic. Your bibliographies MUST be submitted electronically via eLearning system assignment. A short 1 minute verbal presentation (no charts required) will be performed in class regarding 1 article of your choice from your bibliography. 4 points of the total 12 points for this assignment will count for this presentation, to consist of 1) stating the overall Annotated Bibliography topic title, 2) title of the article you selected, and 3) brief description of 2-3 key “bullet” points of what you think are interesting items from the article that you would like to share with the class.

Exams

Exams will consist of a mix of short answer and essay. You are expected to read each assigned chapter and case study. Exams will assume you have read the chapters and cases, attended class for lectures and discussions; the quality of your class performance will depend on it. The Instructor will not cover all elements of a chapter during lectures.

Attendance/Participation

You are required to attend class. This course is your course – your input will determine your outcomes. There will be a sign-in sheet at each class period. It will be distributed randomly during the class period. If you missed the sign-in sheet because you either came late or left early, you may forfeit the attendance grade for that period. You are allowed 4 excused absences. Obviously, you are fully and personally responsible for anything you miss. However, from time to time, it may be necessary to miss a class due to illness or personal business. Please let me know in advance. Keep in mind that all assignments must be submitted on or before the due date, regardless. No late assignments.

Individual Case Analysis Paper Assignment – Case #10 McDonald's

You are assigned 1 of the cases from the text. The paper must be a minimum of 7 pages of text, not counting exhibits and tables; while text may contain embedded exhibits for portions of pages, do not attempt to ignore the content requirements stated here. The case will also have its own specific topical requirements, as listed below. You must submit the case paper by uploading it to the case assignment link in eLearning.

Case analysis paper format & rules:

- 1) You must follow the requirements. This assignment involves the ANALYSIS PROCESS.
A possible approach to doing the analysis might be:
 - a. Define the central issues. Become familiar with the case facts and information;
 - b. Identify key problems and issues for consideration;
 - c. Analyze key problems and issues and determine their relative importance;
 - d. Consider alternative courses of action to deal with key problems and issues;
 - e. Make decisions about courses of action to be taken and how these actions will be implemented.
- 2) A possible outline for a case analysis could consist of the following sections:
 - a. Introduction
 - b. Main body of the paper, with your own section titles (may use key analysis topic areas), etc.

c. Conclusion

- 3) For the paper, you will be uploading electronically to turn-it-in via eLearning system. No hardcopy required.
- 4) Use an APA or the MLA Handbook and follow the rules of format for papers regarding spacing, headers, references, citations, etc.
- 5) You will use each textbook case as a starting point, then update with fresh information through research, if available.
- 6) You must list references – Your Instructor expects you to use library (online access via eJournals is recommended) for sources. If your paper has only Internet sources, it is an automatic zero! This includes Wikipedia – no Wikipedia references are allowed at all. (see additional instructions earlier in the syllabus).
- 7) Word processing programs have spelling and grammar checking capabilities – use them!
- 8) Visit the Writing Lab if you need – they are extremely helpful.

Incorporate into your case analysis various details of the following topical requirements:

Your analysis should include application of internal environment, external environment, and competition focus concepts covered in textbook and lectures, incorporating into your analysis the detailed aspects that the following questions help you explore the concept areas listed above. These questions are **NOT** the basis or format of the paper. They are provided to spur your thinking as part of the analysis.

- a) What were key external forces in the general and industry environments that affected the company?
- b) What internal forces, situations, resources and assets did the company have that gave it a competitive advantage?
- c) How did the company compete?
- d) How should the company manage its growth?
- e) Financial analysis and benchmarking: assess the firm's overall financial condition and include as part of your analysis description, INCLUDE DETAILED VERSIONS of the following 3 financial tables, as separate pages **NOT** counted in the 7 page minimum for the overall paper:

Case Firm	Current Year	Prior Year	% Change
Income Statement			
Balance Sheet			

Financial Table 1. Change in Financials (most recent case year, and previous year)

	Case Firm	%	Closest Competitor	%
Income Statement				
Sales		100%		100%
Balance Sheet				
Total Assets		100%		100%

Financial Table 2. Common Size Statements of Case firm and closest competitor (current year)

Ratio	Case Firm	Closest Competitor
Current Ratio		
Quick Ratio		
Debt-to-equity Ratio		
Debt-to-total Assets Ratio		
Inventory Turnover		
Total Asset Turnover		
Gross Profit Margin		
Net Profit Margin		
Return on Assets		
Return on Equity		

Financial Table 3. Financial Ratios for Case firm and closest competitor (current year)

FOUNDATION Simulation summaries

The Foundation simulation will be conducted with students working singly that will represent separate firms within an industry. Every firm begins from the same starting point, but will compete based on various decisions made. We will begin with some practice rounds first against the computer. Then we will run with specific strategies for each round. As the simulation continues, each firm will keep a record of decisions made, and the specific strategic reasons for those decisions. Simulations are fun, but take the competition seriously – there are winners and losers in this game.

We will run a series of 3 separate simulations of 4 rounds, each using a different strategy. You will be playing against the computer. You can request to have your simulation reset (to try your rounds again), one or more times, to replay simulation rounds – if so, request a reset from the Instructor. Notice that after each deadline, the simulation will be reset for the next strategy. You may work at a faster pace & request an earlier reset. When each simulation ends, you will prepare a report (to be approximately 3 double-spaced, typed pages of text, PLUS tables) that outlines actions taken, observations, and your analysis throughout the 4 rounds of the simulation.

The report should include at a minimum:

- 1) 3 pages of text, followed by data tables.
- 2) A competitive analysis – what generic strategies did the competing firms follow?

- 3) A financial analysis of your firm including benchmarking comparisons with competitors.
- 4) Evaluation of your firm's successes and failures from your personal perspective from running the simulation. What decisions were correct? What did not work? What should have been done differently? Explain.

These 3 sets of simulation rounds will prepare you for the COMP-XM, which will occur during the last weeks of the semester. Each student will play 4 rounds against the computer, based on their most successful earlier experience with the simulation. There are no resets in COMP-XM. COMP-XM also includes a series of questions after each round based on the simulation results.

CAPSIM Support

Each student is expected to carefully read the manual and consult CAPSIM support 877-477-8787 regarding all technical aspects of the simulation. Also, refer to your Foundation Team Member Guide that you will receive during the first class.

Foundation Simulation Papers Assignment Submission

A hard copy of each simulation report assignment must be turned in on the class day it is due, during class. Your simulation company performance will not be graded. But, your written report will be graded according to the 4 report item contents listed above, and serves as a trail of your learning progress.

Discussion Case Preparation Questions

Use the following questions as you prepare your discussion case summaries:

Case #1: Robin Hood

- a) What is strategy?
- b) What strategic problems does Robin Hood have?
- c) What is the role of the organizational leader as strategist and articulator of global goals?
- d) What are some issues in this organization's external environment?
- e) What is the relationship of the organization's internal structure to its environment?
- f) How do group values or culture influence strategy making?
- g) What strategy can Robin Hood implement?

Case #24: Nintendo Wii

- a) What were key forces in the general and industry environments that affected Nintendo's choice of strategy?
- b) What internal resources and assets did Nintendo have that gave it a competitive advantage?
- c) How did Nintendo compete?
- d) What innovations and entrepreneurial strategies did Nintendo utilize to craft a competitive advantage?

Case #26: Pixar

- a) How does Pixar use strategic management?
- b) What elements in the external environment might affect Pixar's strategy?
- c) What key internal resources does Pixar have that might help it support its competitive strategy?
- d) What is Pixar's competitive strategy, and what is the basis of Pixar's competitive advantage?
- e) How has strategic leadership and the management of innovation helped Pixar sustain its competitive edge? What challenges remain for Catmull and Lasseter?

Case #20: Apple

- a) What are key forces in the general and industry environments that affect Apple's choice of strategy?
- b) What internal resources and assets does Apple have that may give it a competitive advantage?
- c) What are Apple's core competencies? How should Apple compete?
- d) What is Steve Jobs' role in Apple's strategic management?

Case #3: Skeleton

- a) What is the leader's role in creating and maintaining an ethical organization? What actions should Hap take to resolve his ethical dilemma?
- b) What options does CEO Hap Parker have for managing public perceptions of the firm?
- c) What obligations does the CEO, in this case Hap Parker, have to a corporation's multiple stakeholders?
- d) What is the relationship in this case between intellectual property rights and the continuing development of new products? Is GPC's success solely based on the patent or on what Hudson Parker did to encourage ongoing innovation?

Case #18: Ford

- a) What are key forces in the general and industry environments that affect Ford's choice of strategy?
- b) What internal resources and assets does Ford have that may give it a competitive advantage?
- c) How should Ford compete?
- d) What has Mulally done to implement strategy, and what challenges remain?

Case #28: Geely

- a) What is the strategy for Geely's international market expansion?
- b) What potential obstacles might Geely encounter as it attempts to integrate its Volvo acquisition and expand its international presence? Can it overcome these obstacles?

Case #6: AIG Group

- a) Ethics comes from the top of the organization. How did AIG's leadership handle the situation?
- b) What controls did AIG have in place, and how did those controls affect its corporate behavior?
- c) Provide a stakeholder analysis of those affected by the bonus issue. What alternatives are present to prevent or lessen these sorts of events? How effective are external regulations in encouraging ethical behavior?

Case #14: Johnson & Johnson

- a) What corporate strategy does Johnson & Johnson pursue?
- b) What implications does Johnson & Johnson's corporate strategy have for its organizational design?
- c) Why is synergy important for Johnson & Johnson, and what has CEO Weldon done to foster synergy?
- d) As a leader, what has Weldon done to spur innovation?

Case #36: Keurig Coffee

- a) What core competency could Keurig utilize as it transitioned its strategy from a technology to a market-driven company?
- b) What implications does Keurig's change in corporate strategy have for its approach to innovation, and how should this innovation and change be managed?

Technical Support

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911. Also, see 866-588-3192 for eLearning Helpdesk..

Field Trip Policies / 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 http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

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.

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 of the Board of Regents of the University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the Course Syllabus Page 8, 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 (SSB 4.400, 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 and administration of the School of Management expect from our 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. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. Some examples of the ways students may engage in academic dishonesty are:

- Coughing and/or using visual or auditory signals in a test;
- Concealing notes on hands, caps, shoes, in pockets or the back of beverage bottle labels;
- Writing in blue books prior to an examination;
- Writing information on blackboards, desks, or keeping notes on the floor;
- Obtaining copies of an exam in advance;
- Passing information from an earlier class to a later class;
- Leaving information in the bathroom;
- Exchanging exams so that neighbors have identical test forms;
- Having a substitute take a test and providing falsified identification for the substitute;
- Fabricating data for lab assignments;
- Changing a graded paper and requesting that it be regraded;
- Failing to turn in a test or assignment and later suggesting the faculty member lost the item;
- Stealing another student's graded test and affixing one's own name on it;
- Recording two answers, one on the test form, one on the answer sheet;
- Marking an answer sheet to enable another to see the answer;
- Encircling two adjacent answers and claiming to have had the correct answer;
- Stealing an exam for someone in another section or for placement in a test file;
- Using an electronic device to store test information, or to send or receive answers for a test;
- Destroying or removing library materials to gain an academic advantage;
- Consulting assignment solutions posted on websites of previous course offerings;
- Transferring a computer file from one person's account to another;
- Transmitting posted answers for an exam to a student in a testing area via electronic device;
- Downloading text from the Internet or other sources without proper attribution;
- Citing to false references or findings in research or other academic exercises;
- Unauthorized collaborating with another person in preparing academic exercises.
- Submitting a substantial portion of the same academic work more than once without written authorization from the instructor.

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

Updated: August, 2011

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. On written assignments, this course will use the resources of turnitin.com, which searches the web for plagiarized content and is over 90% effective.

During tests and quizzes, students in this section are not allowed to have with them any food or drinks, scratch paper, course materials, textbooks, notes, invisible ink pens, or electronic devices, including iPads, iPhones, iPods, MP3 Players, earphones, radios, smart phones, cameras, calculators, multi-function timepieces, or computers. When possible, students should sit in alternating seats, face forward at all times, and remove any clothing which might conceal eye movements, reflect images of another's work, or hide course material for copying. Exam proctors will monitor any communication or signaling between students by talking, whispering, or making sounds, or by using your hands, feet, other body movements, the test paper itself or your writing implement.

Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be recommended:

1. Assignment – Zero for the Assignment
2. Case Write-ups – Zero for the Assignment
3. Presentations/Bibliography – Zero for the Assignment
5. Tests – F for the course

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office.

In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA.

The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

Judicial Affairs Procedures

Under authority delegated by the Dean of Students, a faculty member who has reason to suspect that a student has engaged in academic dishonesty may conduct a conference with the student in compliance with the following procedures:

- (i) the student will be informed that he/she is believed to have committed an act or acts of academic dishonesty in violation of University rules;
- (ii) the student will be presented with any information in the knowledge or possession of the instructor which tends to support the allegation(s) of academic dishonesty;
- (iii) the student will be given an opportunity to present information on his/her behalf;
- (iv) after meeting with the student, the faculty member may choose not to refer the allegation if he/she determines that the allegations are not supported by the evidence; or
- (v) after meeting with the student, the faculty member may refer the allegations to the dean of students along with a referral form and all supporting documentation of the alleged violation. Under separate cover, the faculty member should forward the appropriate grade to be assessed if a student is found to be responsible for academic dishonesty;
- (vi) the faculty member may consult with the dean of students in determining the recommended grade;
- (vii) the faculty member must not impose any independent sanctions upon the student in lieu of a referral to Judicial Affairs;
- (viii) the faculty member may not impose a sanction of suspension or expulsion, but may make this recommendation in the referral documentation

If the faculty member chooses not to meet with the student and instead forwards the appropriate documentation directly to the dean of students, they should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the Office of Dean of Students for investigation.

The student, pending a hearing, remains responsible for all academic exercises and syllabus requirements. The student may remain in class if the student's presence in the class does not interfere with the professor's ability to teach the class or the ability of other class members to learn. (See Section 49.07, page V-49-4 for information regarding the removal of a student from class).

Upon receipt of the referral form, class syllabus, and the supporting material/documentation from the faculty member, the dean shall proceed under the guidelines in the Handbook of Operating Procedures, Chapter 49, Subchapter C. If the respondent disputes the facts upon which the allegations are based, a fair and impartial disciplinary committee comprised of UTD faculty and students, shall hold a hearing and determine the responsibility of the student. If they find the student in violation of the code of conduct, the dean will then affirm the minimum sanction as

provided in the syllabus, and share this information with the student. The dean will review the student's prior disciplinary record and assess additional sanctions where appropriate to the circumstances. The dean will inform the student and the faculty member of their decision.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

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 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 equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student's responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to 6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.

Guidelines for documentation are located on the Disability Services website at <http://www.utdallas.edu/disability/documentation/index.html>

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.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's overall policies and procedures segment of the course syllabus, which for course purposes may be added to in the information above. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies

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