

**UNIVERSITY OF TEXAS AT DALLAS
SCHOOL OF MANAGEMENT**

COURSE DESCRIPTION AND SYLLABUS

Course Information

GLOBAL STRATEGY

IMS 4373.501, FALL 2016

Class: Monday 7:00 – 9:45 PM, JSOM 2.804

Professor Contact Information

Seung-Hyun Lee

SOM 4.409

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

This course requires basic knowledge in international business. Knowledge in strategic management and related areas maybe helpful.

Prerequisite: BA 4371, MATH 1326, and MATH 2333 or BA 3333

About the instructor:

Seung-Hyun Lee is a Professor of Organizations, Strategy & International Management in the School of Management at the University of Texas at Dallas. He received his Ph.D. in international business and strategic management at the Ohio State University.

He is currently a senior editor for *Asia Pacific Journal of Management* and an editorial board member at *Journal of International Business Studies*. He published over 30 scholarly articles and several book chapters. His research interests include entrepreneurship development, initial public offering, corruption and multinational firm operational flexibility. He has published in numerous journals including *Academy of Management Review*, *Journal of International Business Studies*, and *Strategic Management Journal*.

Course Description

This class is structured in a lecture-discussion format. There is an emphasis on using case analysis as a way of practicing your business thinking skills as well as your writing skills.

Most global strategy issues are non-routine and unstructured. This is your opportunity to use what you have learned in lecture and other classes to solve problems presented in the case. The

quality of the case analysis usually determines the quality of the solutions. The primary responsibility for the quality of the case analysis comes from the student participants.

Course Objective: The emphasis of this course is on developing a general understanding of global strategy. The course emphasizes application of academic knowledge to real world situations through the use of lecture and case studies.

By the end of the course, you should have an understanding of complex global business strategies – i.e. how firms compete and how firms cooperate to gain and sustain competitive advantage in global markets.

Class Format: This class is structured in a lecture-discussion format. There is an emphasis on using case analysis as a way of practicing your business thinking skills as well as your writing skills.

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This is a Communication-Enhanced Course (CEC)

CECs are courses in which you will strengthen your writing and speaking skills while you deepen your understanding of key material in your major. Both studies and employers tell us that your ability to write clearly and speak well about topics in your field will strongly increase your chances of professional success. CECs will help you to develop as a professional communicator and demonstrate your abilities both to your instructor and to potential employers. JSOM undergraduates will take 2 CECs before they graduate.

1. Students enrolled in a CEC should complete **at least 1 writing assignment and 1 speaking assignment**. In this class, each one of you will do two presentations and three written assignments in a group setting.
2. Writing Tutors in the Business Communication Center (formerly the Writing Lab) are available to help you give feedback to your CEC students. You will need to make an appointment with the staff at the Center and it has to be early enough so you would want to get feedback from them and reflect the feedback to your final report. You will need to submit proofs that you went through with a writing tutor on your written assignments (e.g. a signature).
3. Business Communication Center also provides speech support. Students will be able to check out video cameras in the BCC that they can use to record presentations as a practice run. You are highly encouraged to do this practice run.

Student Learning Objectives/Outcomes

The emphasis of this course is on developing a general understanding of global strategy. The course emphasizes application of academic knowledge to real world situations through the use of lecture and case studies.

By the end of the course, you should have an understanding of complex global business strategies – i.e. how firms compete and how firms cooperate to gain and sustain competitive advantage in global markets.

Required Textbooks and Materials

Global Strategy. 2nd or 3rd Edition. Mike W. Peng, Thomson
 Case Packet: available at <http://cb.hbsp.harvard.edu/cbmp/access/50917223>

Suggested Course Materials

Current news in global strategy: Periodicals such as the Economist or Business Week can be helpful.

Assignments & Academic Calendar

<u>DATE</u>	<u>TOPIC</u>	<u>CH</u>	<u>REMARKS</u> (HBS cases)
Aug 22	Syllabus, Course overview, and Strategy around the globe	1	
Aug 29	Managing industry competition		Selection of teams and cases
Sep 5	Labor day – no class	2	
Sep 12	Leveraging resources and capabilities Sample case analysis	3	
Sep 19	the instructor will be at the <i>Strategic Management Society</i> conference		No class
Sep 26	Institutions, cultures, and ethics	4	Wal-mart stores: “everyday low prices” in China (HKU 590)
Oct 3	Institutions, cultures, and ethics (cont.)	4	
	Internationalizing entrepreneurial firms	5	
Oct 10	<u>Mid-Term Exam</u>		
Oct 17	Entering foreign markets	6	
Oct 24	Strategic alliances Competitive dynamics	7 8	
Oct 31	Competitive dynamics (cont.)	8	IKEA invades America (9-504-094)

Nov 7	Diversification and restructuring WSJ prep	9	
Nov 14	Corporate social responsibility Exam review WSJ prep	12	Hitting the Wall: Nike and international labor practices (9-700-047)
Nov 21	Fall break – no class		
Nov 28	Final Exam (bring bluebook)		
Dec 5	WSJ presentation		
Dec 12	WSJ presentation review		

Grading Policy

Grades: Your grade in the course will be based on objective and subjective criteria. Grades will be given with the following criteria using the max of 100.

A: over 90
A-: 87-89.9
B+: 83-86.9
B: 80-82.9
B-: 77-79.9
C+: 73-76.9
C: 70-72.9
D+: 67-69.9
D: 63-66.9
D-: 60-62.9
F: below 60

Grades will be based on the following:

2 different HBS written cases: group cases (10% each)	20%
1 WSJ written case group case (10%)	10%
2 oral presentations (HBS & WSJ) group oral presentation (10%)	20%
Mid-term Exam (in class):	25%
Final Exam (in class):	25%
Peer Evaluation:	multiplied with group case evaluations
Participation:	exceptional participants will be given one letter grade up (around top 3% in the past)
Total	100%

Course & Instructor Policies

Case Assignments: The class will be divided into groups of equal size. You will be either assigned to your group or choose your group members on the next class day. Your group will be responsible for three group works, two written and one oral presentation. The group selection will take place on the second day of the class and each team will have around 5 members (this may change depending on class size). **Late cases are not accepted.**

Each case should be a comprehensive analysis of the facts of the case and application of concepts learned in the lecture and textbook using the questions in the cases. Your group case analysis grade will be based on the quality of the **group's** work. Part of your learning experience is managing the coordination of tasks required to create a good product. Part of your grade will be based on each individual's assessment of the relative contribution of each group member (**peer evaluation**).

Each analysis will be graded according to the case evaluation criteria shown on the case evaluation sheet.

Class Participation: Class participation is highly encouraged. Class participation will be used for one letter grade up for frequent and valuable participants. Quality of class contributions will be weighted more heavily than quantity. *Frequent* and *valuable* participants are who **attend most of the classes, participate regularly in every class attended, and at least make one significant contribution in each class attended.** To help the instructor learn each student's name you will prepare and bring a "**nameplate**" to each class. The instructor has the sole authority in assigning participation grades.

1-2 students who did great in the exams might be asked to present his/her answers in class. It will also count as participation.

Peer Evaluation: Each team member will evaluate the rest of the team members for their contribution to group work. Details on how to calculate peer evaluation and how to incorporate into the group projects are shown in the **peer evaluation sheet.**

Exam: One mid-term and one final exam will be given at designated points in the semester.

INFORMATION FOR CASE ANALYSIS:

Your position is that of a business consultant to the chief executive officer of the company. You have been hired to do a strategic analysis of the company and the industry using case materials, library research, electronic data sources, and tools suggested by the text. The goal is to determine what direction the company should take and make specific recommendations about what the company should do next and why.

WSJ article analyses Assignment: The class will be divided into groups of equal size. You will be either assigned to your group or choose your group members. Your group will be responsible for **a written analysis and potentially an oral presentation** (if your team is not doing a presentation on a HBS case). The group selection will take place on the second session of the class and each team will have around 5 members. The number of members in a group can vary depending on the class size. Preferably we would want to have around 6 teams.

WSJ article analysis should be a comprehensive analysis of the facts of the case and application of concepts learned in the lecture and textbook. Your group case analysis grade will be based on the quality of the **group's** work. Part of your learning experience is managing the coordination of tasks required to create a good product. Part of your grade will be based on each individual's assessment of the relative contribution of each group member (**peer evaluation**).

Each **WSJ article analysis (both written and oral)** will be graded according to the case evaluation criteria shown in the **case evaluation sheet**. It is important that you make use of library search engines. Only using company homepage and Google or its equivalent (e.g. Yahoo) is not enough (they are not considered as outside sources).

For **WSJ article analysis**, to address the above issues, students should use outside sources of information. In addition to using the library search engines, suggested references include Annual Reports, 10-K Forms, *Business Week*, *Wall Street Journal*, *Forbes*, *Fortune*, *Moody's Industrial Manual*, *Harvard Business Review*, *Sloan Management Review*, etc. When you use outside sources, make sure that you make the references bold, so the instructor can easily find out how many outside sources (other than company homepage and Google) are used. One of the librarians or the instructor will spend some time to explain how to meaningfully use library search engines for analyses. Do not rely too much on the same references—select a variety.

Note: For case analyses, page limit is 5 pages excluding appendices and for WSJ written analyses 10 pages.

You will bring copies of PP slides for the instructor and students. In the copies, source of references should be included in both PP slides and a separate reference appendix.

Case analyses: There are **written and oral portion** of the case analyses. Your group case analysis grade will be based on the quality of the **group's** work. As mentioned above, part of your grade will be based on each individual's assessment of the relative contribution of each group member (**peer evaluation**). There is only one individual case. Individual cases will be graded individually. **Late cases are not accepted.**

Written portion: There are two cases that we will cover in class altogether. Each team is responsible to turn in two case analyses during the term. Each case analysis is due at the beginning of the class that the case is assigned. HBS case analyses will be will be graded according to the case evaluation criteria shown in the **case evaluation sheet**. Thus, altogether, each team will be responsible for 2 HBS case and 1 WSJ analyses.

Oral portion: Each team is responsible to present a case or a WSJ article in the classroom. Oral presentations should be approximately 15 minutes in length with approximately a 5 minutes discussion period. The oral presentation will count 10% of the assignment grade. The cases will be chosen when you form your groups on the second day of the class. Oral part will be graded using the **case evaluation sheet**.

INFORMATION FOR THE WRITTEN PRESENTATION

1. The written analyses of the assigned cases are due at the start of class. A satisfactory job will take a **maximum of 5 double spaced pages**, plus any number of exhibits and a bibliography of outside references. Exhibits may use charts, tables, and professional strategic planning tools found in the text. DO NOT add charts just to the sake of length. All exhibits should ADD VALUE to the written analysis. (For WSJ analyses, it will be 10 pages).
2. Including quantitative analyses (e.g. such as financial ratios, industry sales, and competition figures) is highly recommended. Clever use of exhibits can dramatically enhance the quality of the paper.
3. Hand in one copy of your written report. Keep an additional copy for yourself. **DO NOT USE REPORT BINDERS OR COVER SHEETS.** Library research AND online research (called "due diligence" in the business world) is **REQUIRED** for WSJ analyses. For HBS analyses, it is optional.

The following library site provides abundant data search engines that are helpful in writing a paper.

<http://www.utdallas.edu/library/reference/business.html>

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

- [Business and Company Resource Center](#)
- [Business Source Premier](#)
- [Business & Management Practices](#)
- [CCH Internet Tax Research Network](#) (tax service)
- [Wall Street Journal](#) (1984-current)
- [Academic Universe Lexis Nexis](#) (then under Business)
- Disclosure Data from [Academic Universe](#) Click on Business, then Company Financial (company financial info)
- [Mergent Online \(formerly Moody's FIS Online\)](#) (company financial information)
- [National Trade Data Bank \(NTDB\)](#)
- [EconLit](#) (economics)
- [ECONbase](#)
- [PAIS](#) (public affairs)
- [Business Dateline](#) (index to regional business publications)
- [Business Organizations](#)

- [Regional Business News](#) (from TexShare)
- [EDGAR Financial Reports](#) (company financial information)
- [Social Sciences Abstracts](#)
- [Social Sciences Citation Index](#) (Web of Science/Web of Knowledge)
- [Essay & General Literature Index](#)
- [Web of Science](#) (Web of Knowledge) (citation indexes)
- [WorldCat](#) (OCLC)
- [General Databases](#) (multidisciplinary)
- For psychology in the workplace: [Psychology and Human Development Databases](#)

4. Suggested format:

- A. **Sub-titles** are required. (each question).
- B. **Analyses (not just facts) and recommendation** required.
- C. Exhibits and References. (Exhibits should be labeled sequentially and in the order they are discussed in the text. If you do NOT talk about an exhibit in the text, it probably isn't doing anything except taking up space.)

INFORMATION FOR THE ORAL PRESENTATION

1. Each team is scheduled for one oral presentation. These should be approximately 15 minutes in length. Visual aids must be employed.
2. Oral Presentation Teams are required to dress professionally and exhibit the same level of decorum and consideration that you would in a real business setting.
3. All team members must be involved in the oral presentation with each team member presenting a segment. Segment definition is the responsibility of the team. Teams making the oral presentation of a case do NOT prepare a written report. However, a printout of your slides as well as a bibliography should be given to your instructor and other class members. The title page of your presentation should list the case name, the date, the names of each team member, and the segment each member will cover.
4. When presenting, indicate the outside sources used. If you present industry averages, for example, or demographic data, indicate where you got them.
5. After you have presented; be prepared to receive questions regarding your assumptions, your use of data, your conclusions, your logic, and your recommendations. Other class members may not agree with your analysis. Your instructor may challenge your analysis. **DO NOT BECOME DEFENSIVE.** This is a natural part of the process. You are being asked to think on your feet and demonstrate that you have a deep understanding of the case issues. **ALL** team members should participate in the question and answer session. Everyone learns from this experience, even class members who are not presenting.

Class Policies:

Absences/Make-ups: There are no excused absences from the exams without a written excuse from a doctor or the academic dean. If there is a serious scheduling conflict, it is your responsibility to let the instructor know well in advance. No work will be accepted after the date that it is due. Exams and case analyses can be taken or turned in earlier than the designated dates with written excuses, but not later.

Honor Code Information: No case write-ups, exams, or student's notes from current or previous business school students should be consulted in doing your case analysis. You can, however, consult your notes and reading materials as well as information in the library. Any material quoted directly or paraphrased should be referenced in your written and oral cases. **Plagiarism** is a serious infraction and will be dealt with accordingly.

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 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.

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 applied:

- 1. Case Write-ups – Zero for the Assignment**
- 2. Presentations – Zero for the Assignment**
- 3. Group Work – Zero for the specific member or members for the assignment**
- 4. 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.

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 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.

Case Evaluation Sheet: IMS 4373

<p>1. Summary of the critical issues (10pts)</p> <p>Most of the information in the case is not repeated. Identificaton of internal and external issues. Identification of the most important issues</p>	<p>Exceeds Expectations 10 pts</p> <p>Meets Expectations 8-9 pts</p> <p>Marginally Meets Expectations 7 pts</p> <p>Does not Meet Expectations 5 pts</p>
<p>2. Strategic Analysis (20 pts)</p> <p>Evidence of deeper analysis beyond what is written or presented. Suggests realistic options for the company (or industry). Identifies pros and cons of options. Provides realistic, case-based support for the options.</p>	<p>Exceeds Expectations 19- 20 pts</p> <p>Meets Expectations 16-18 pts</p> <p>Marginally Meets Expectations 13-15 pts</p> <p>Does not Meet Expectations 10-12 pts</p>
<p>3. Recommendation (10 pts)</p> <p>Quality and support of the recommended option. Implementation impact of the recommendation.</p>	<p>Exceeds Expectations 10 pts</p> <p>Meets Expectations 8-9 pts</p> <p>Marginally Meets Expectations 7 pts</p> <p>Does not Meet Expectations 5 pts</p>
<p>4. Other grading criteria (10 pts)</p> <p>Clarity and logic of ideas Use of exhibits Clarity of writing Grammar, spelling, structure Organization of presentation Speaking style, use of visual aids and handouts, balance of speakers Dress and overall professionalism</p>	<p>Exceeds Expectations 10 pts</p> <p>Meets Expectations 8-9 pts</p> <p>Marginally Meets Expectations 7 pts</p> <p>Does not Meet Expectations 5 pts</p>

Peer Evaluation Sheet

Team # _____

Name _____

Name	Self					
Score (1-5)*						
Reasons						

- 1 (extremely unsatisfactory) – 2 (very unsatisfactory) – 3 (unsatisfactory) – 3.5 (neither satisfactory nor unsatisfactory) - 4 (satisfactory) – 4.5 (very satisfactory) – 5 (extremely satisfactory)
- if 1, then the person gets 0.2
- if 2, then the person gets 0.4
- if 3, then the person gets 0.6
- if 3.5, then the person gets 0.7
- if 4, then the person gets 0.8
- if 4.5, then the person gets 0.9
- if 5, then the person gets 1
- Then the participation score will be multiplied with the score one gets from 3 group projects. For example, if a student gets 15/30 and 8/10 for the two group projects and 3 from the peer evaluation, then the actual grade is $23/40 * 0.6 = 13.8/40$, **not 23/40**.
- Be objective in evaluating other members in your group and specify reasons.
- The evaluation should be turned in **on the final exam**. Peer evaluation sheet will be provided along with the exam booklet.
- **If one turns in a blank peer evaluation sheet with only the name on, then everybody in the team gets 5 (1.0).**