The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class, by written or email notice, or by changes to this syllabus posted on the course website in Canvas.

Professor: Dr. Torsten M. Pieper  
Time:  
Section 008: TTh 11.30 AM – 12.45 PM  
Section 006: TTh 2.30 PM – 3.45 PM  
Room: N/A (online, synchronous)

Office Hours: Can be set up via Zoom. Please contact me to schedule an appointment.  
Tel: (704) 687-7575  
Email: tpieper@uncc.edu

Course Material: Strategic Management: Text and Cases, 9th Edition, Gregory Dess

Required McGraw-Hill Connect Access: You will be required to purchase McGraw-Hill (MGH) Connect access for this course. Connect access comes with an e-book version of the text, as well as quizzes, interactive learning assessments, and other features that we will be using in this course. The exams will be based on this learning interface as well. You will access Connect through Canvas.

You have several options to purchase Connect access:

- **Option 1:** In the bookstore you will have the option to purchase a loose-leaf textbook bundled with a Connect access code.
- **Option 2:** In Canvas when you register for Connect you will have an option to purchase the code via Connect registration.

During the Connect registration process in Canvas, you will be prompted to create a new account or login with an existing Connect account, username, and password. Be sure to use your UNCC student email address when registering so that I can link your Connect grades with the CANVAS grade book.

At that time, you will need to do one of the following:

- Enter the access code you purchased at the UNCC bookstore  
- Purchase access online via Connect Registration for $125.00  
- Begin your 14-day courtesy access period

Please note: After you register, you will have the option to purchase a print (loose-leaf) version of the text through Connect for $25.00. This is optional. If you choose to purchase a copy, a full-color, loose-leaf version will be shipped directly to you.

**Course Objectives:**

MGMT 3280 is designed to help you acquire basic strategic management concepts as well as to expose you to state-of-the-art strategic management research. This course will help you broaden your perspective so that you consider business functions from the perspective of the overall organization. Emphasis is on an integrated approach. You will be required to analyze and integrate across functional areas of management (i.e., accounting, finance, marketing, MIS, international business, operations management, etc.) in order to analyze problems, develop plans, and propose recommendations at a top management level.

Some fields present well-defined problems with “right” or “wrong” answers. This is not so much the case for strategic management, particularly not in a global context. Strategic decision makers generally deal with complex situations characterized by considerable amounts of ambiguity and uncertainty. The “problem” or “opportunity” is rarely obvious; neither is the solution. Many interrelated problems and opportunities are usually involved. Furthermore, organizations face ever-increasing levels of turbulence and disruption in today’s marketplace, adding further pressure on decision makers to maintain their firms' competitive positions.

By synthesizing the latest insights from strategic management science with strategies of military/warfare and other related domains, this course will help you develop skills and knowledge for dealing with situations of uncertainty and ambiguity, and assist you in developing a mindset to identify and evaluate alternative courses of action that enable individuals, groups and organizations to respond decisively to rapid shifts in the environment, quickly recognize emerging opportunities, and effectively outmaneuver the competition.

In particular, this course will enable you to perform an integrative analysis of the administrative processes of the various functional areas of an enterprise. This includes the formulation and implementation of goals and objectives, as well as the selection of strategies under conditions of uncertainty as they relate to planning, organizing, directing, controlling, and evaluating policies and activities within each of the functional areas separately and jointly to achieve corporate objectives. Developing such a comprehensive business perspective is an integral part of the course.

**Learning Objectives:**

After completing MGMT 3280, students will:

- Understand how to analyze the internal and external environments of business organizations in order to identify opportunities, threats, strengths, and weaknesses;
- Be able to apply problem-solving processes to business situations;
• Be able to recognize, integrate, and synthesize frameworks from all business disciplines to solve problems;
• Understand the roles played by stakeholders in various business situations.

**Purposes:**

The purposes of this course are: (1) to provide an integrative experience at the end of the bachelor’s degree in business administration involving the key components of the business curriculum including such facets as accounting, finance, marketing, management, and management science; (2) to provide an opportunity for undergraduate students to place themselves in the role of chief executive officer and/or high level executives solving complex problems of major organizations in society – both private and public; (3) to analyze top corporate policy in different types of organizations; (4) to assume the role of business consultant; (5) to develop the student’s capacity to think strategically about a company, its business position, and how it can gain sustainable competitive advantage; (6) to build students’ skills in conducting strategic analysis in a variety of industries and to provide them with a stronger understanding of the competitive challenges of a global environment; and (7) to make students more conscious of the importance of ethical principles and corporate social responsibility. This course also attempts to encourage students to continue their study of top corporate policies, opportunities, and problems after leaving the university.

This capstone course is designed to transition students away from reliance on a professor lecturing to tell you what you need to know toward self-reliance and taking initiative – just like it will be in your careers from now on. And just like your careers, this course to a great extent will be what you make it.

**Instructional Method:**

This class is a seminar course involving a combination of lectures, assigned readings, learning exercises (administered through McGraw-Hill Connect), and class discussions. In general, a class will consist of several key components:

1. Class preparation involving reading, LearnSmart exercises in Connect and other assignments;
2. Review and discussion of the basic/theoretical issues related to the day’s topic;
3. An in-depth discussion of a case, article and/or other assigned readings;
4. Application of the key ideas to other companies/situations, often using recent examples and case insights;
5. Group work in breakout groups;
6. Presentations by external guest speakers (as schedules permit).

A general schedule of the topics to be covered in each class is provided in the course outline at the end of the syllabus.
Assurance of Learning:

Decision/Analytical. Students will demonstrate analytical, quantitative, and reflexive thinking skills in decision making. Students will apply problem solving processes to business and economic situations. Professional Competence/Synthesis. Students will acquire knowledge and analytical skills of the functional areas of business. Students will recognize, integrate, and synthesize frameworks from all functional areas of business to solve problems.

CATT Statement:

All core courses in The Belk College of Business Administration are committed to fulfilling one or more of four major competency areas identified by the letters CATT: Communication and Technology Skills; Adaptability to Change, Globalization, and Diversity; Teamwork and Leadership; and Thinking and Problem Solving. In the Department of Management, MGMT 3280 is targeted at two of these learning outcomes: 1) Teamwork and Leadership and 2) Thinking and Problem Solving. The purpose of this course is to help students: function effectively as a team leader; to understand group dynamics; to think independently; to apply, articulate, and evaluate problem-solving processes; to recognize, employ, and integrate frameworks from all business disciplines in order to respond to opportunities and solve problems; and to cover ethical, global, and political issues in business.

Policies:

Course Policies:
1. Class Attendance and Contribution. It is important for all students to demonstrate engagement in the learning process. The success of your studies is based upon preparation for class by reading chapters, preparing homework assignments, and reviewing materials posted by the instructor and your fellow students. Your opportunity to demonstrate engagement and preparation is through your attendance and, even more importantly, your contribution.

2. Orderly and Productive Classroom Conduct. This class will be conducted in an atmosphere of mutual respect. Your active participation in class and other discussions is highly encouraged. The orderly questioning of the ideas of others, including the instructor, is welcome. However, the instructor will exercise his responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.

3. Classroom Expectations. This syllabus contains the policies and expectations that I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course. The standards and requirements set forth in this syllabus may be modified at any time by the instructor. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course Canvas website.

4. Materials. All materials submitted as part of course requirements or assignments become the property of the instructor. Students desiring to retain copies of their work...
should make such copies before turning in their materials.

5. **Electronic Devices in Classroom.** Use of computing, communication, or other devices during the class time **for purposes other than those required for the class** is strictly prohibited. This includes the use of laptops, lab computers, phones or other devices for Internet browsing, game playing, reading news, emailing, texting, chatting, IM, Facebook, or other activities not required for the class. Students using their electronic devices for note taking and class-related purposes should be prepared to share their notes and records with the instructor upon request. **Cellular phones and other communication devices must be silenced AND stored away during class** (unless you are using them to access Zoom).

6. **Under no circumstances** will students be permitted to spend their class time working on assignments for other classes, checking e-mail, surfing the Web, texting, or engaging in activities not related to the class. Attempts to engage in such behavior will be reflected in lower grades and may lead to removal from the course.

7. **Grade Appeals.** If a student believes that the grade that they received on an assignment or an exam was in error or unfair, the student can appeal to the professor in writing within seven (7) calendar days after the grades are posted. The appeal should clearly state the reasons why the grade is believed to be unfair or the nature of the error. Overdue appeals will not be considered.

8. **Plagiarism Detection Policy.** As a condition of taking this course, all required papers and materials submitted by students may be subject to submission for textual similarity review to a plagiarism detection service for the detection of plagiarism. All submitted papers will be included as source documents in the plagiarism detection service reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to a plagiarism detection service without a student’s **written consent and permission.** If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

9. **Copyright Ownership of Course Materials.** My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create (unless it is indicated otherwise). I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor’s course materials may be in violation of University Policy 406, The Code of Student Responsibility. Similarly, you own copyright in your original papers and exam essays.

10. **Student Recording.** Electronic video, image capture, and/or audio recording is not permitted during class, whether conducted in person or online, unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations
authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

11. Incomplete Grades. Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. In any case, for a student to receive an Incomplete, he or she must be passing the course and must have completed a significant portion of the course.

12. Course Changes. The instructor reserves the right to make any necessary changes to the course content, schedule, and policies. Changes will be announced in class and will also be posted online and communicated via email.

University Policies:

13. Academic Integrity

University regulations will be strictly enforced in all cases of academic irregularities, cheating or plagiarism or any variations thereof. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student’s submitted work, examinations, reports, and projects must be that of the student’s own work.

All UNCC students have the responsibility to be familiar with and to observe the requirements of The UNCC Code of Student Academic Integrity (see the Catalog and also http://integrity.uncc.edu). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism of written materials and software projects, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the code). The Code reads as follows:

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in any academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. Plagiarism. Intentionally or knowingly presenting the work or another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging is when the ideas, information, etc. is common knowledge.

E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting
to help another to commit an act of academic dishonesty.

Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online (also see http://integrity.uncc.edu/). All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of “Fail” (F) for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an “F” for the course.

Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course.

Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

14. Disability and Impairment Accommodations. UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.

15. Diversity. The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

16. Sexual Harassment in Web-based Courses. All students are required to abide by the UNC Charlotte Sexual Harassment Policy and the policy on Responsible Use of University Computing and Electronic Communication Resources. Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

17. Mental Health and Wellbeing Services. It is common for college students to experience challenges that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost.

- Visit the Counseling and Psychological Services website at caps.uncc.edu for information about the broad range of confidential on-campus mental health services, online health assessments, hours, and additional information.
- Call CAPS at (704) 687-0311 if interested in scheduling an appointment with a counselor. After-hours crisis support is also available through this phone number.

18. Record of Last Date of Attendance (for Financial Aid Purposes). The United States Department of Education requires UNC Charlotte’s Office of Financial Aid to determine if a student who receives financial aid and fails to earn a passing grade in a course has actually attended and/or completed the course. Because I do not take regular attendance for this course, the date I will report as your last date of attendance will be
the latest of the following:
- The date you last participated in an online discussion or activity;
- The date you last submitted an assignment/project/test/tutorial/quiz; or
- The date you last initiated contact with me to ask a question about the course or course content.

If you earn an F or U grade, your last date of attendance will be reported to the United States Department of Education. *This may require you to pay back any financial aid funds received for this course.*

(For additional information, see [Last Date of Attendance FAQs](https://www.registrar.uncc.edu/graduation/last-date-attendance-faqs) on the Registrar’s website.)

19. **Religious Accommodations.** The instructor will observe University Policy 409 (https://legal.uncc.edu/policies/up-409) on matters of religious accommodation. Please note that the procedure prescribed by this policy requires a notice to the instructor prior to the census date of the semester (typically the tenth day of instruction).

20. **Severe Weather and Adverse Conditions.** Students will be responsible for any academic work which they miss due to absences caused by severe weather or other adverse conditions. It is the individual student’s responsibility to take the initiative to make up any missed class work.

**Class Contribution:**

An important part of effective mastery of the subject matter is active involvement in class discussion of the assigned readings and case presentations. Additionally, your insight during class discussions aids others in the learning process. Demonstration of insight and understanding are strongly encouraged at any time and in varied ways (e.g., by participating in class discussions, posting articles or news reporting on relevant topics on the Canvas discussion board, facilitating a group or class discussion, and many others more). Remember, you should always have sound reasoning behind your judgments and conclusions.

**Assignments and LearnSmart Exercises:**

Several assignments will be given during the semester relating to pertinent issues or for specific purposes. Assignments can be individual or team-based.

The McGraw-Hill Connect learning platform includes LearnSmart, an adaptive learning system coupled with the SmartBook system. This appears on the screen as a highlighted copy of the textbook coupled with a “flash card” quizzing approach to help you determine how well you understand and internalize the material. The MGH Connect system also provides links to explanatory materials and access to their support team. Students have commented positively in the past that the LearnSmart system has been effective in helping them learn the material in this course. Make sure you complete each exercise prior to the class in which the respective material is discussed. LearnSmart Exercises are generally due by 10 am the day a respective chapter is discussed (see schedule in the back of the syllabus).

Late assignments will **not** be accepted.
Exams:
Two exams will be given during the course. The exam can include multiple-choice, true-false, case analysis and/or essay questions.

If the exam is missed, there will be no make-up exams, unless Student Affairs confirms that you had a valid reason to miss the exam. Failure to take any exam results in a failing grade.

Team Formation and Team Projects:

Team Formation
Teamwork and team presentations are essential skills that students need to possess today. Like any other skill, they require practice and effort. Moreover, team projects offer unique opportunities for student collaboration and joint problem solving.

Students are required to form teams of five people (up to six people depending on the class size) for the group projects and other ad-hoc group assignments. Teams need to be confirmed to me by September 21, 2020 at the latest (the sooner the better). Generally, team composition will remain stable during the entire semester. Periodic ad-hoc, in-class assignments may also require group activity and informal presentations of group discussions. An Excel sheet will be provided to facilitate the team selection process.

Team Evaluation and Dismissal
Unless the participation deviates significantly between team members, every member in the group will receive the same grade. If team members unanimously agree on a lower grade for an individual, I will drop the grade for this individual by at least one letter grade. Teams are to submit a short statement describing the behaviors of any non-contributing team members and the rationale for their joint decision. Before issues reach a critical level, and prior to the end of the semester, teams should inform the instructor of any problems in the group.

If the team unanimously agrees to “fire” an individual for lack of participation, the individual will receive an F with no opportunity to make up the work in an individual or other group project. Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member.

Instead of a traditional peer-evaluation, this course will apply a self-reflection approach where each student will individually reflect on her/his contributions to the team project (see further details below).

Team Projects
Each team will perform at least two group projects. The group projects may be presented during class time or, upon the instructor’s approval, be presented in an asynchronous format.
Team Project 1 – Concept Presentation

Student teams select a concept, theory or framework from a textbook chapter or topic discussed in class (see class schedule at the end of the syllabus) and conduct an application of the concept to a specific case. The case can be an organization, context, situation, or something else. Teams are strongly encouraged to draw from current events and recent happenings.

Concept selections will be allowed on a first come, first served basis. The same goes for concept presentations (see class schedule for tentative presentation slots).

As for all concept applications, your personal opinion on the chosen case is not of interest. Instead, what is of interest is the opinion of the concept, theory or framework that you apply to the case. Hence, it is important that you demonstrate how you applied the concept to the specific case and how your application led to your conclusions.

The presentation should encompass the following elements:

1. **Gist:** A brief, high-level summary of the concept or theory;
2. **Deep dive:** An in-depth application of the concept or theory to a specific case;
3. **Take-aways:** Tips and suggestions on how to apply the concept effectively.

The deliverable for this project consists of a PowerPoint presentation (15 mins. max) addressing the elements above and is due by 5.00 PM ET the day before the topic is being discussed in class. Students teams should email their presentations to the instructor.

The presentations will be evaluated based on novelty/currency of the chosen case, quality of the synthesis, completeness, detail and logic of the application, as well as depth and breadth of the suggestions for effective future applications.

Team Project 2 – Final Project

The purpose of this team project is to demonstrate your cumulative learning in this course. We will use an “unessay” format for this team project. In case you are not already familiar with the unessay concept, you can find plenty of examples online. The following description is based on Ryan Cordell’s work.

The unessay works by throwing out all the rules you have learned about essay writing in the course of your primary, secondary, and post-secondary education and asks you to focus instead solely on your intellectual interests and passions. In an unessay you choose your own topic, as it applies to the subject matter of this course, present it any way you please, and are evaluated on how compelling and effective you are. Here are the guidelines:

1. **You choose your own topic.** The unessay allows you to write about anything you want provided you are able to associate your topic with the subject matter of the course, that is, strategic management in organizations (conventional and Boydian approaches), dealing with uncertainty and disruption, and strategizing more broadly (e.g., in military, geopolitical, social contexts, etc.). Toward this aim, you should pick a topic that enables you to apply the repertoire of concepts learned in class. You can take any approach; you can use as few or as many resources as you wish. The only requirements are that your treatment of the topic be compelling: That is to say
presented in a way that demonstrates to the reader that you are being accurate, interesting, and as complete and/or convincing as your subject allows.

2. **You can present it any way you please.** There are also no formal requirements. Your unessay can be written in five paragraphs or twenty-six. If you decide you need to cite something, you can do that anyway you want (as long as it is included in your reference list). If you want to use lists, use lists. If you want to use bullet points, use bullet points. If you prefer to present the whole thing as a video, present it as a video. Use slang. Or don't. Write in sentence fragments if you think that would be effective. In other words, in an unessay you have complete freedom of form: You can use whatever style of writing, presentation, citation, or media you want. What is important is that the format and presentation you do use helps rather than hinders your argument about the topic. Perhaps most importantly, the unessay allows you to use media deliberately and thoughtfully. Given the virtual format of our class, the unessay has to be a digital unessay.

3. **You are evaluated on how compelling and effective you are.** If unessays can be about anything and there are no restrictions on format and presentation, how are they graded? The main criterion is how well it all fits together. That is to say, how compelling and effective your work is.

An unessay is *compelling* when it shows some combination of the following:

- it is as interesting as its topic and approach allows;
- it is as complete as its topic and approach allows (it doesn’t leave the audience thinking that important points are being skipped over or ignored);
- it is truthful (any questions, evidence, conclusions, or arguments you present are honestly and accurately presented, and supported with analyses using the theories, concepts and frameworks that you have learned in this course);
- it makes an argument, taking a particular point of view on the topic, presenting the opinion(s) of the theory(ies) employed – not your own. Moreover, a good unessay doesn’t just describe, it synthesizes and analyzes.

In terms of presentation, an unessay is *effective* when it shows some combination of these attributes:

- it is readable/watchable/listenable: i.e. the production values are appropriately high and the audience is not distracted by avoidable lapses in presentation.
- it is well crafted: the assignment's invitation to write in different modes (using slang, etc.) does not mean the unessay needn't be copyedited. Deliberate stylistic choices can help convey your message, while needless errors will distract from your message.
- it is appropriate: i.e. it uses a format and medium that suits its topic and approach.
- it is attractive: i.e. it is presented in a way that leads the audience to trust the author and his or her arguments, examples, and conclusions.
The deliverable for this team project consists of two elements:

1. The unessay (see above)
2. A team presentation: This is an opportunity to practice your presentation skills and for the rest of the class (and the instructor) to view and appreciate your unessay projects. The presentations should be concise, and kept to a 10-minute maximum.

Regardless of the day on which you present your unessay (see presentation slots in the class schedule), your unessay and presentation are due by 5.00 PM ET on December 7, 2020 (to be sent as email attachments to your instructor).

Unessay Grading Rubric

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Quality of work</th>
</tr>
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<tbody>
<tr>
<td>100 - 89.5 points (A)</td>
<td>Constitutes a critical and active engagement with the course materials that shows insight and creativity, and demonstrates time and effort devoted to creating something thoughtful. The chosen application works persuasively with the design and purpose of the unessay. The project’s structural and formal elements productively serve the core concept of the unessay. The unessay includes a clear and insightful connection between theories and concepts learned in class, practical application of these theories and concepts to a real-life context, and a convincing and nuanced conclusion with a clearly stated explanation (based on the theories and concepts used, not on your own opinions).</td>
</tr>
<tr>
<td>89 - 79.5 points (B)</td>
<td>Meaningfully engages course material and shows an effort to creatively evaluate the information in an applied context with some degree of clarity. It reflects some time, effort, and forethought. The chosen application works with the unessay presentation, but some additional design forethought would have helped. The unessay’s structural and formal elements serve the core concept of the project. The unessay includes a clear connection between theories and concepts learned in class, practical application to a real-life context, and a convincing and nuanced conclusion. Some of the arguments are compelling, but lack in complete explanation or seem biased by individual opinions.</td>
</tr>
<tr>
<td>79 - 69.5 points (C)</td>
<td>Shows some engagement with the course material but it is unsustained, uncreative, and inconsequential. It fails to developed a critical and reflective perspective. The chosen application does not work with the unessay’s purpose. The unessay identifies a vague connection between theories, application, and conclusion, and thus fails to offer a plausible and logical line of arguments. Elements seem pieced together with little thought or logic.</td>
</tr>
<tr>
<td>69 and less points (D)</td>
<td>Lacks any serious effort to accomplish the assigned task. The unessay idea and execution are ill-defined, lack focus and clarity, and contain no main argument.</td>
</tr>
<tr>
<td>0</td>
<td>Not submitted or not submitted before the due date and time.</td>
</tr>
</tbody>
</table>
**Self-Evaluation:**
Each student will perform a self-reflection about her/his contributions to the team project and other involvements with the group. As part of the self-evaluation, the student should elaborate, at a minimum, on the following three aspects:

1. What have I contributed to the team and the team projects?
2. How could I have contributed more or better?
3. What do I need to work on to enhance my involvement with future team projects?

The self-evaluation is to be written (MS Word, regular margins) and to be submitted to the professor by a specified date. It must consist of no more than three single-spaced pages.

**Grade Composition:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments &amp; Learn Smart Exercises</td>
<td>30%</td>
</tr>
<tr>
<td>Exams 1 and 2 (15% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Team Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Extra Credit Opportunities:**

Students can earn bonus points by attending guest lectures (e.g., Entrepreneurial Decisions and CEO Speaker Series) or by demonstrating what they have learned from a specific theory, resource, case or event as they apply to this course. Topics and details need to be discussed prior with the instructor.

Other opportunities to earn extra credit (bonus) points involve giving a presentation about a current topic or case study pertaining to a strategic management issue (pending instructor’s approval).

Finally, since UNC Charlotte is a research institution, faculty members sometimes conduct research involving student surveys. If such is the case this semester, students can earn bonus points by completing all of these surveys. My colleagues will provide a list of those students who provide useful input (such as those students who complete the entire survey). Those students will subsequently receive bonus points.
Grades:

The final grades will be based on the following breakdown:

- **A**: 100-89.5%
- **B**: 89-79.5%
- **C**: 79-69.5%
- **D**: 69-59.5%
- **F**: 59 and below

*The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.*
Tentative Course Schedule:

This schedule may change due to adverse weather or other unanticipated events, and specific topic assignments may change due to class progress.

Also be reminded that LearnSmart Exercises are due by 10 AM ET the day on which the respective Chapter is discussed (unless stated otherwise in Connect/Canvas).

<table>
<thead>
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<th>MGMT 3280 - Fall 2020 - Strategic Management</th>
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<td>Tentative Schedule - Subject to change at the professor's discretion or due to unanticipated events.</td>
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- Sunday: 12 PM - 12 AM
- Monday - Thursday: 24 hours
- Friday: 12 AM - 9 PM
- Saturday: 10 AM - 8 PM

Ensure your computer meets system requirements by going to this link:
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