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  
**Office:** Friday 244B

**Section 008:**  
**Time:** TTh 11:30 AM – 12:45 PM  
**Room:** Friday 128

**Office Hours:** Before and after class. Please contact me in advance to schedule an appointment.

**Phone:** (704) 687-7575  
**Email:** tpieper@uncc.edu (preferred contact method)

**Course Materials:**  
This course is structured around *Strategy in 3D: Essential Tools to Diagnose, Decide and Deliver* (Fisher et al., 2020). You will purchase access to a digital version of this book and the asynchronous online content from PlayPosit/Flip-Ed. See the instructions below.

**Instructions to sign up for a PlayPosit account:**
2. Please sign up using the same name with which you are registered in the class (no nicknames, abbreviations, etc.).
3. Paste the following URL (also on Canvas navigation panel) into your browser: [https://www.playposit.com/playlist/n5n4f6254m5](https://www.playposit.com/playlist/n5n4f6254m5)
4. Whenever you wish to go back to completing activities you will need to click on this URL, so you may want to **bookmark it for easy access.**  
5. Pay the access fee of $50 via credit card (please ensure that the owner of the credit card is aware of this fee).  
6. Navigate in the playlist and start learning!

Further information on the Flip-Ed Playlist-Learner Workflow can be found under here: [https://knowledge.playposit.com/article/281-flip-ed-playlist-learner-workflow](https://knowledge.playposit.com/article/281-flip-ed-playlist-learner-workflow)

**Technology Needs for This Course:**
1. A suitable device (Desktop PC/Laptop/Tablet/Mobile)  
2. A stable Internet connection  
3. Windows: 10, 8, 7 or Mac: OS X 10.12 or higher; iOS: 10.0+ (iPad only).
Recommended Daily Readings:
Business Week, Financial Times, The Wall Street Journal, Forbes, or other reliable business journals/newsmagazines. See here for a list of top business magazines for which the UNCC Atkins Library has digital subscriptions.

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 synthesize and integrate across functional areas of management (i.e., accounting, finance, marketing, MIS, international business, operations management, etc.) in order to diagnose strategic issues and identify opportunities, decide what to do about them, and take action to deliver on those decisions, all while sustaining an accurate, similar, and implicit worldview among organizational members.

Some fields present well-defined problems with “right” or “wrong” answers. This is not so much the case for strategic management, particularly not under uncertain conditions and highly volatile environments. Strategic decision makers generally deal with complex situations characterized by considerable amounts of ambiguity and unpredictability. 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 and utilize frameworks to analyze the diverse array of complex challenges and emerging opportunities confronting an organization, decide on novel and effective solutions to address those challenges or exploit opportunities, and take action on those decisions so as to create sustainable advantage and superior returns in a rapidly shifting environment.

In particular, this course will enable students to formulate and implement strategic decisions using detailed multi-level analyses in order to best serve the interests of all stakeholders within an organization. Students will learn about key tools and frameworks used by business practitioners, but more importantly, they will learn how to effectively apply them to a variety of scenarios. Students will learn how to make and analyze critical decisions across an entire enterprise from internal, external, and strategic perspectives under conditions of uncertainty. 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 external and internal environments of business organizations in order to identify opportunities, threats, strengths, and weaknesses;
- Be able to apply problem-solving processes for dealing with the challenges or opportunities;
- Develop a coherent set of actions to deliver on the decisions to create sustainable advantage and superior returns for the organization;
- 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 PlayPosit/Flip-Ed*), and class discussions. In general, a class will consist of several key components:
1. Class preparation involving reading the book chapter(s) and/or other assigned materials, watching an explainer video, taking the respective video quiz, and completing the application video exercises. It is imperative that you complete these assignments prior to each class when the subjects are being discussed.
2. Review and discussion of the basic/theoretical issues related to the day’s topic.
3. An in-depth discussion of a company application, article and/or other assigned readings.
4. Group work in breakout groups and group presentations (as possible).
5. 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.

* In this class we will utilize **Flip-Ed**, an educational startup. Flip-Ed was started by three award winning strategy professors from the Kelley School of Business at Indiana University. Flip-Ed’s central goals are twofold: (1) to make asynchronous material interactive and engaging; and (2) to keep the costs of educational material affordable. You will access the Flip-Ed learning platform through this link.

Each Flip-Ed unit contains five main nodes:

A. The **book chapter**.
B. An **explainer video** which largely summarizes the book chapter.
C. A 10 question **video quiz** that allows you to assess whether you have processed the material in a rigorous manner.
D. A contemporary **application video** with student response questions embedded throughout to allow for application of the module.
E. An **application template** (focal task) that guides you through the application of the tool to any company of your choice.

**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.
## Course Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual</strong></td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>150</td>
</tr>
<tr>
<td>• Comprehension Quizzes (x12)</td>
<td>(50)</td>
</tr>
<tr>
<td>• Application Video Responses (x12)</td>
<td>(100)</td>
</tr>
<tr>
<td>Professionalism</td>
<td>100</td>
</tr>
<tr>
<td>Individual Essay</td>
<td>150</td>
</tr>
<tr>
<td>Exam 1 and 2 (100 each)</td>
<td>200</td>
</tr>
<tr>
<td>Focal Company Tasks (Individual) (x2)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Group</strong></td>
<td></td>
</tr>
<tr>
<td>Group Project (Using Focal Company)</td>
<td></td>
</tr>
<tr>
<td>• Focal Company Tasks (Group) (x2)</td>
<td>100</td>
</tr>
<tr>
<td>• Strategic Recommendation</td>
<td>100</td>
</tr>
<tr>
<td>• Presentation</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

## Assignment Details

Assigned work is due by the date and time stated within this syllabus or via Canvas. It is your responsibility to ensure you stay up to date with what is required from you for this course. In the event that you fail to meet a stated deadline you will be deducted 50% of the available points for that assignment. If your work is more than 24 hours late you will receive a zero (0) for that assignment. No exceptions will be made for late work. Deliverable requirements for each assignment will be posted on Canvas. In all cases, Canvas instructions will supersede any other instructions given in this syllabus.

### Individual Grading (70% of Total Grade):

1. **Engagement (15% or 150 points)**
   a. **Comprehension Quizzes (50 points).** There is a total of 12 comprehension quizzes this semester. The quizzes are designed to ensure that you are engaging with the reading material and that you come to class prepared to discuss the topics in each session. The quizzes are graded as complete/incomplete and you are required to score 8/10 or higher in order to receive a complete for a quiz. There are no limits to the number of times you can take a quiz.
b. Application Videos (100 points). There is a total of 12 application videos this semester. These videos help for you to see the tool or framework in application to a modern company or context. The application videos are graded as complete/incomplete and you are required to score 70% or higher in order to receive a complete for the application video. We will discuss much of these company contexts in the class discussion. Complete the Application Video by 10 AM ET on the day the respective material is discussed in class. There are no limits to the number of times you can take/watch these application videos.

2. Professionalism (10% or 100 points)
As a business professional you will be required to engage in teams, communicate your thoughts effectively in public forums, and engage with various stakeholders at arm’s length (respecting the health protocol). This will be an interactive class with the intention of preparing you for future pursuits. Knowledge of the assigned readings is expected, but your questions, opinions, insights, and conclusions are equally important. Etiquette is an essential component of professionalism. **For each meeting, you are expected to arrive on time, dressed appropriately, and respecting the health protocol in effect.** Violations of the health protocol will negatively affect your grade (see policies below).

3. Individual Essay (15% or 150 points)
In the initial class meeting, you will be asked to write an individual essay addressing several issues pertaining to your qualifications and expectations for this course. Details will be provided in Canvas.

4. Exams (20% or 200 points)
There will be two exams this semester. The exams will either be taken in paper-and-pencil format or electronically through Canvas with the use of Respondus Monitor / Lockdown Browser. Each student is responsible for setting up their computers with these applications in advance of the exam. To preserve the integrity of the course, there will be no exceptions to the stated time slot for taking the exam. Please speak with me directly early in the semester if you feel you will have difficulties in taking the exam or will require special accommodation. 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.

5. Individual Focal Company Tasks (10% or 100 points)
Throughout the course you will be working both individually and collectively within a group to analyze your focal company (groups and companies will be assigned by the instructor). Focal tasks are a component of each PlayPosit unit. While you are expected to look at and think through each of the focal tasks as part of your class preparations, only four (two individual and two group) will be submitted for points throughout the semester. Individual focal company tasks will be used to synthesize findings later in the semester as you build a group recommendation for your focal
company. Each individual focal task is worth 50 points. Details for the individual focal company tasks can be found in Canvas.

**Group Project (30% of Total Grade):**

The team project for the semester will require teams of four to five students to develop a strategic recommendation for their focal firm (groups and companies will be assigned by the instructor). Ultimately, teams will deliver both a written recommendation as well as a visual pitch of their findings. Details on this assignment will be found in Canvas and will also be explained in class.

6. **Group Focal Company Tasks (10% or 100 points)**

Throughout the course you will be working both individually and collectively within a group to analyze your focal company (groups and companies will be assigned by the instructor). Focal tasks are a component of each PlayPosit unit. While you are expected to look at and think through each of the focal tasks as part of your class preparations, only four (two individual and two group) will be submitted for points throughout the semester. Group focal tasks will be used to synthesize findings later in the semester as you build a group recommendation for your focal company. Each group focal task is worth 50 points. Details for the group focal company tasks can be found in Canvas.

7. **Strategic Recommendation (10% or 100 points)**

Additional details will be provided in class and on Canvas.

8. **Group Presentation (10% or 100 points)**

Additional details will be provided in class and on Canvas.

**Group Evaluation and Dismissal:**

Unless the participation deviates significantly between team members, every member in the group will receive the same grade. Instead of a traditional peer-evaluation, if the majority of the team members 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 majority of the team members agree to “fire” an individual for lack of participation, the individual will receive an F with no opportunity to make up the work in this or any other group project. Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member.
**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 by writing a short (1 page single-spaced) reflection paper regarding the key learnings and take-aways. Topics and details need to be discussed prior with the instructor.

Moreover, 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**

Taking a class in business school is more about personal and professional development than it is about a letter grade. However, I realize grades are obviously very important to students. Therefore, the course is designed so that every member of the class has the opportunity to achieve any of the grades available. My goal is to help you leave the class more prepared for entry into the business world than when you came in. There are no tricks or hidden traps in any of the assignments or exams. The work you put in, and the resultant quality you produce, will be the determining factors in the grade you receive.

Just like the real world, if you are struggling or have concerns, it is your responsibility to resolve them using all your available resources. I am one of those resources, and I will do everything I can to help every single one of you be successful in this part of your development.

Final course grades will be awarded based on the following scale:

- **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.*
Policies

Disclaimer:
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.

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. The class is run like a typical place of business. In many sessions you will be working in groups and teams, and it is unfair for your colleagues to suffer as a result of your tardiness. Therefore, it is expected that everyone arrives on time for class. If you arrive late for class or leave class early repeatedly, it will negatively affect your grade.

2. **Face Covering Requirement During COVID-19:** It is the current policy of UNC Charlotte that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the 49er community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings in all indoor spaces on campus, including classrooms and labs, **regardless of vaccination status.** Failure to comply with this policy in the classroom or lab may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Office of Student Conduct and Academic Integrity for charges under the [Code of Student Responsibility](#).

3. **Absenteeism During COVID-19:** Students are expected to attend every class and remain in class for the duration of the session when it is safe to do so in accordance with university guidance regarding COVID-19. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including tests and written tasks. Any unexcused absence or excessive tardiness will negatively affect your grade. Students are encouraged to work directly with their instructors regarding their absence(s).
For absences related to COVID-19, please adhere to the following protocol:

- Complete your Niner Health Check each morning.
- **Do not come to class if you are sick.** Please protect your health and the health of others by staying home. Contact your healthcare provider if you believe you are ill.
- **If you are sick:** If you test positive or are evaluated by a healthcare provider for symptoms of COVID-19, indicate so on your Niner Health Check to alert the University. Submit a copy of your Niner Health Check notification email to your instructors. Upon learning that you have tested positive or have been diagnosed for symptoms of COVID-19, either from your reporting or from Student health Center testing or diagnosis, representatives from Emergency Management and/or the Student Health Center will follow up with you, and your instructors will be notified of the need for accommodations, as necessary.
- **If you have been exposed** to COVID-19 positive individuals and/or have been notified to self-quarantine due to exposure, indicate so on your Niner Health Check to alert the University. Representatives from Emergency Management and/or the Student Health Center will follow up with you as necessary. Submit a copy of your Niner Health Check notification email to your instructors. If you need any additional support verifying your absence after you have communicated with your professors, contact Student Assistance and Support Services.

To return to class after being absent due to a period of **self-quarantine**, students should submit a copy of their Niner Health Check clearance email to their instructor(s). To return to class after being absent due to a COVID-19 **diagnosis**, students should submit an online request form to Student Assistance and Support Services (SASS). Supporting documentation can be attached directly to the request form and should be from a student’s health care provider or the Student Health Center, clearly indicating the dates of absences and the date the student is able to return to class. Instructors will be notified of such absences.

**If you are absent from class as a result of a COVID-19 diagnosis or quarantine**, as instructor I will work with you to establish a plan to help you continue to make progress in the course. It is your responsibility to communicate proactively with the instructor as well as your teammates regarding assignments, deliverables and class contents. Unless otherwise announced by the University, there is no option for parallel online lectures associated with this class at this point. However, given that this class is supported by an online learning platform (Flip-Ed), you should be able to maintain progress on your own even during eventual pandemic-caused absences.

**Note that the final decision for approval of all absences and missed work is determined by the instructor.**

4. **Orderly and Productive Classroom Conduct.** All students and the instructor are expected to engage with each other respectfully. Your active participation in class and other discussions is expected. 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.
Unwelcome conduct directed toward another person based upon that person’s actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.

5. **Classroom Expectations.** It is expected that everyone arrives at class having read the pertinent materials as outlined in this syllabus. I realize that some students will not do the reading, but consider this fair warning that I will randomly call on people or teams in every class to discuss the readings and cases. I believe that the best results from a classroom experience are derived from an environment where everyone is engaged and pro-actively aiding the conversation.

I do not expect everyone to be perfect, as I certainly am not. Yet, I expect everyone to commit as much energy and enthusiasm to the class as possible, so that everyone benefits. If you do not commit to really giving your best effort when taking this class, then there is truly very little point in taking it.

6. **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.

7. **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.**

8. **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.

9. **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.

10. **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.
11. 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.

12. 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.

13. 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.

14. 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

1. 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.

2. 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.

3. 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.
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

4. **Title IX Reporting Expectations Regarding: Incidents of Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, or Stalking.** UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more. Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I am expected to report the information to the Title IX Coordinator. Although I am expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center ([counselingcenter.uncc.edu](http://counselingcenter.uncc.edu), 7-0311); or (2) Student Health Center ([studenthealth.uncc.edu](http://studenthealth.uncc.edu), 7-7400). Additional information about your options is also available at [titleix.uncc.edu](http://titleix.uncc.edu) under the “Students” tab.

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. All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](http://sexualharassment.uncc.edu) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](http://responsibleuse.uncc.edu).

5. **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](http://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.
6. **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 on the Registrar’s website.)

7. **Religious Accommodations.** The instructor will observe University Policy 409 ([https://legal.uncc.edu/policies/up-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).

8. **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.
# Tentative Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 24</td>
<td>Welcome &amp; Course Overview</td>
<td>Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>Aug 26</td>
<td>Psychological Contract Exercise</td>
<td>Psychological contract material on Canvas &amp; PlayPosit Sign-up</td>
</tr>
<tr>
<td>3</td>
<td>Aug 31</td>
<td>Fundamentals / What is Strategy?</td>
<td>PlayPosit Unit 2</td>
</tr>
<tr>
<td></td>
<td>Sep 01</td>
<td></td>
<td>Individual Essay due Sep 1 at 10 AM</td>
</tr>
<tr>
<td>4</td>
<td>Sep 02</td>
<td>Organizational Goals: Vision, Mission, and Values</td>
<td>PlayPosit Unit 1</td>
</tr>
<tr>
<td>5</td>
<td>Sep 07</td>
<td>Stakeholder Theory</td>
<td>Materials on Canvas</td>
</tr>
<tr>
<td>6</td>
<td>Sep 09</td>
<td>Organizational Goals &amp; Stakeholder Discussion</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sep 14</td>
<td>STEEP</td>
<td>PlayPosit Unit 3</td>
</tr>
<tr>
<td>8</td>
<td>Sep 16</td>
<td>STEEP Discussion</td>
<td>Prepare Focal Task Unit 3</td>
</tr>
<tr>
<td></td>
<td>Sep 20</td>
<td></td>
<td>Gp STEEP Focal Task due 09/20 at 10 AM</td>
</tr>
<tr>
<td>9</td>
<td>Sep 21</td>
<td>Porter's Five Forces and Competitor Analysis</td>
<td>PlayPosit Unit 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Sep 23</td>
<td>No Classes (Founder's Day)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Sep 28</td>
<td>Five Forces and Competitor Analysis Discussion</td>
<td>Prepare Focal Tasks Unit 4&amp;5</td>
</tr>
<tr>
<td>11</td>
<td>Sep 30</td>
<td>Value Chain Analysis</td>
<td>PlayPosit Unit 7</td>
</tr>
<tr>
<td></td>
<td>Oct 01</td>
<td></td>
<td>Ind Five Forces Focal Task due 10/01 at 10 AM</td>
</tr>
<tr>
<td>12</td>
<td>Oct 05</td>
<td>VRIO Analysis, Capabilities &amp; Core Competencies</td>
<td>PlayPosit Unit 8</td>
</tr>
<tr>
<td>13</td>
<td>Oct 07</td>
<td>Value Chain / VRIO Discussion</td>
<td>Prepare Focal Tasks Unit 7&amp;8</td>
</tr>
<tr>
<td></td>
<td>Oct 12</td>
<td>No Classes (Student Recess)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Oct 14</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Oct 19</td>
<td>SWOT/TOWS</td>
<td>PlayPosit Unit 12</td>
</tr>
<tr>
<td>16</td>
<td>Oct 21</td>
<td>SWOT/TOWS Discussion</td>
<td>Prepare Focal Task Unit 12</td>
</tr>
<tr>
<td></td>
<td>Oct 25</td>
<td></td>
<td>Gp SWOT Focal Task due 10/25 at 10 AM</td>
</tr>
<tr>
<td>17</td>
<td>Oct 26</td>
<td>S-Curve and Segmentation Analysis</td>
<td>PlayPosit Unit 6 &amp; 10</td>
</tr>
<tr>
<td>18</td>
<td>Oct 28</td>
<td>S Curve and Segmentation Discussion</td>
<td>Prepare Focal Tasks Unit 6&amp;10</td>
</tr>
<tr>
<td>19</td>
<td>Nov 02</td>
<td>Jobs To Be Done</td>
<td>Clay Christensen video and articles</td>
</tr>
<tr>
<td>20</td>
<td>Nov 04</td>
<td>Business Level (Generic) Strategies</td>
<td>PlayPosit Unit 9</td>
</tr>
<tr>
<td>21</td>
<td>Nov 09</td>
<td>Business Level Strategies Discussion</td>
<td>Prepare Focal Task Unit 9</td>
</tr>
<tr>
<td>22</td>
<td>Nov 11</td>
<td>Vertical Integration / Corporate Strategy</td>
<td>PlayPosit Unit 11</td>
</tr>
<tr>
<td></td>
<td>Nov 12</td>
<td></td>
<td>Ind Business Strategy Focal Task due 11/12 at 10 AM</td>
</tr>
<tr>
<td>23</td>
<td>Nov 16</td>
<td>Vertical Integration / Corporate Strategy</td>
<td>Prepare Focal Task Unit 11</td>
</tr>
<tr>
<td>24</td>
<td>Nov 18</td>
<td>Disruptive Innovation</td>
<td>Materials on Canvas</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Nov 25</td>
<td>Disruption Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 25</td>
<td>No Classes (Thanksgiving Break)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 30</td>
<td>Team Presentations</td>
<td>Written Strategic Recommendation and Visual Pitch due 11/30 at 10 AM</td>
<td></td>
</tr>
<tr>
<td>Dec 02</td>
<td>Team Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 07</td>
<td>Team Presentations &amp; Wrap Up (Last Day of Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>EXAM 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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