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, and by appointment. 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.

1. Create a PlayPosit account

Before accessing the modules, you will need to sign up for a PlayPosit account.

2. Select STUDENT, then create login information using the same name with which you are registered in this class (no nicknames, abbreviations, etc.).

Note: If you already have a PlayPosit account and need a password reset, reach out to help@playposit.org.

2. Access the Learning Platform (playlist)

1. To access the Learning Platform, copy and paste the following URL (also on Canvas navigation panel) into your browser where you are logged into PlayPosit. If you are not logged into PlayPosit, you will be prompted to log in with your student account.

https://www.playposit.com/playlist/kj8r6trmjxnw

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.
2. Once you are logged in, a payment screen will appear. Enter payment information and submit.
3. After you have submitted payment, you will have access to the Flip-Ed Strategy Modules.

For further instructions on accessing and using the playlist’s features, please view the 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 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 and focal task exercises. It is imperative that you complete these assignments prior to each class when the subjects are being discussed. **Consider this fair warning that I will randomly call on people or teams in every class to discuss the assigned tasks, so come prepared.**
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**

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<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
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<tr>
<td><strong>Individual</strong></td>
<td></td>
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<tr>
<td>Engagement</td>
<td>150</td>
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<tr>
<td>• Comprehension Quizzes (x14)</td>
<td>(50)</td>
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<td>• Application Video Responses (x14)</td>
<td>(100)</td>
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<tr>
<td>Professionalism</td>
<td>100</td>
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<tr>
<td>Individual Essay</td>
<td>150</td>
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<tr>
<td>Exam 1 and 2 (100 each)</td>
<td>200</td>
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<td>Focal Company Tasks (Individual) (x2)</td>
<td>100</td>
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<td><strong>Group</strong></td>
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<td>Group Project (Using Focal Company)</td>
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<td>• Focal Company Tasks (Group) (x2)</td>
<td>100</td>
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<td>• Written Strategic Recommendation</td>
<td>100</td>
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<td>• Presentation / Visual Pitch</td>
<td>100</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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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. **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 14 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 14 application videos this semester. These videos help 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. **Also note that I will randomly call on people or teams in class to discuss the video content and your take-aways.**

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 and preparation of assignments 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 class and on 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 and will form part of your course project (see the next section). You are expected to think through and complete each of the focal tasks as much as possible as part of your class preparations. It is your responsibility to seek feedback on your work through class discussion and engagement.
Two individual focal tasks 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. Consider this fair warning that I will randomly call on people or teams in class to discuss the focal company tasks, regardless whether they were submitted for credit or not.

Group Project (30% of Total Grade):
The team project for the semester will require teams of five to six students to develop a strategic assessment and recommendation for their focal firm (groups and companies will be assigned by the instructor). The deliverables consist of

   a. a written strategic recommendation (see #7 below); and
   b. a group presentation / visual pitch (see #8 below).

The deadline for submission for both components is November 28, 2022 at 10 AM ET via Canvas. To facilitate the development of a rigorous, insightful and professional report, teams will draw from both their individual and group focal tasks and related analyses conducted over the course of the semester. Further details on this assignment will be found in Canvas and 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 and will form part of
your course project. You are expected to think through and complete each of the focal tasks (individually and as a team) as much as possible as part of your class preparations. It is your responsibility to seek feedback on your work through class discussion and engagement.

Two group focal tasks will be submitted for points throughout the semester. Group focal company 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. **Consider this fair warning that I will randomly call on people or teams in class to discuss the focal company tasks, regardless whether they were submitted for credit or not.**

7. Written Strategic Recommendation (10% or 100 points)
Your written report should effectively answer the following three items:

- **Diagnose** the most significant strategic challenges or opportunities confronting the focal firm at this time.
- Evaluate the firm’s options for addressing the identified challenges or opportunities and **decide** which option the firm should pursue.
- Outline how the firm should **deliver** on the proposed decision.

Report specifics: Minimum 10-point font, single-spaced, Calibri font, one-inch margins. **3 pages maximum** (plus bibliography & appendices).

Teams must use **as many focal tasks, frameworks, and concepts as possible** in their analyses (the output from the application of these tools must be included in the appendix). The report should be professionally presented and include specific references to all data, research and media articles used to develop the relevant insights and perspectives. The audience for the analysis is the senior management of your focal firm.

Additional details will be provided in class and on Canvas.

8. Group Presentation / Visual Pitch (10% or 100 points)
Your group presentation / visual pitch should address the same elements as your written recommendation and should be supported by PowerPoint or a similar tool. Each presentation will be peer-reviewed by another team. The peer-evaluation grade will factor into the final grade for the group presentation.

The presentation should **not exceed 10 minutes**. Remember, the audience for the presentation is the senior management of your focal firm.

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. We will also utilize a peer evaluation grade multiplier that allows every person to provide a suggested grade for group members. Each grade may
be adjusted by up to 50% of the grade as informed by these peer evaluations (e.g., an “A” grade for the group, could become a “D” or “F” grade for an individual who has not pulled his or her own weight).

If a team member’s ongoing lack of contribution is hurting the team’s progress, the team should carefully document relevant issues, and meet with me as soon as you uncover the issue and seek a possible resolution.

You will receive an email from me to carry out the peer evaluation toward the end of the semester (you will have three days to perform the peer evaluation).

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. **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.

3. **Classroom Expectations.** It is expected that everyone arrives at class having read and prepared 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 class to discuss the readings and focal company tasks.** 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.

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.**

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 may be subject to submission for textual similarity review to SimCheck (or another 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

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.

4. Use of Preferred Gender Pronoun. 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.

5. 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, 7-0311); or (2) Student Health Center (studenthealth.uncc.edu, 7-7400). Additional information about your options is also available at 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 and the policy on Responsible Use of University Computing and Electronic Communication Resources.

6. 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.

7. 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.)

8. **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).

9. **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.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments due</th>
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<td>1</td>
<td>Aug 23</td>
<td>Welcome &amp; Course Overview</td>
<td>Syllabus</td>
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<tr>
<td>2</td>
<td>Aug 25</td>
<td>Psychological Contract Exercise</td>
<td>Psychological contract material on Canvas &amp; PlayPosit Sign-up</td>
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<td>3</td>
<td>Aug 30</td>
<td>Fundamentals / What is Strategy?</td>
<td>PlayPosit Unit 1</td>
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<td>4</td>
<td>Sep 1</td>
<td>Organizational Goals: Vision, Mission, and Values</td>
<td>PlayPosit Unit 1</td>
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<td>5</td>
<td>Sep 2</td>
<td>Industry Selection due Sep 2 at 10 AM ET</td>
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<td>6</td>
<td>Sep 6</td>
<td>Stakeholder Theory</td>
<td>Materials on Canvas</td>
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<td>7</td>
<td>Sep 8</td>
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<td>PlayPosit Unit 2 and Focal Task Unit 2</td>
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<td>8</td>
<td>Sep 13</td>
<td>STEEP</td>
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<td>9</td>
<td>Sep 15</td>
<td>STEEP Discussion</td>
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<td>10</td>
<td>Sep 19</td>
<td>Porter's Five Forces and Competitor Analysis</td>
<td>Gp STEEP Focal Task due 9/19 at 10 AM ET</td>
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<tr>
<td>11</td>
<td>Sep 20</td>
<td>Five Forces and Competitor Analysis Discussion</td>
<td>Focal Tasks Unit 4 &amp; 5</td>
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<td>Sep 27</td>
<td>Value Chain Analysis</td>
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<td>Sep 29</td>
<td>Value Chain Discussion</td>
<td>Focal Task Unit 7</td>
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<td>14</td>
<td>Sep 30</td>
<td>Ind Five Forces Focal Task due 9/30 at 10 AM ET</td>
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<td>15</td>
<td>Oct 4</td>
<td>VRIO Analysis, Capabilities and Core Competencies</td>
<td>PlayPosit Unit 8</td>
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<td>16</td>
<td>Oct 13</td>
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<td>17</td>
<td>Oct 18</td>
<td>SWOT/TOWS</td>
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<td>18</td>
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<td>SWOT/TOWS Discussion</td>
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<td>19</td>
<td>Oct 24</td>
<td>S-Curve Analysis</td>
<td>Gp SWOT Focal Task due 10/24 at 10 AM ET</td>
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<td>20</td>
<td>Oct 25</td>
<td>S-Curve and Disruptive Innovation</td>
<td>PlayPosit Unit 10 &amp; Focal Task Unit 10</td>
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<td>Segmentation Analysis</td>
<td>Materials on Canvas &amp; Focal Task Unit 10</td>
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<td>Nov 3</td>
<td>Segmentation and Jobs To Be Done</td>
<td>PlayPosit Unit 6 &amp; Focal Task Unit 6</td>
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<td>Nov 8</td>
<td>Business Level (Generic) Strategies</td>
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<td>Nov 10</td>
<td>Business Level Strategies Discussion</td>
<td>Prepare Focal Task Unit 9</td>
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<td>25</td>
<td>Nov 14</td>
<td>Ind Business Strategy Focal Task due 11/14 at 10 AM ET</td>
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<td>Vertical Integration / Corporate Strategy</td>
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<td>27</td>
<td>Nov 17</td>
<td>Vertical Integration / Corporate Strategy Discussion</td>
<td>Focal Task Unit 11</td>
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<td>27</td>
<td>Nov 22 Business Model Canvas</td>
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<td>Nov 24 Thanksgiving – No Class</td>
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<td>Nov 28 Written Strategic Recommendation and Visual Pitch due 11/28 at 10 AM ET</td>
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<td>TBC</td>
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This schedule may change due to adverse weather or other unanticipated events, and specific topic assignments may change due to class progress.