

The University of North Carolina at Charlotte
MGMT 3280-008 – Strategic Management
Fall 2023

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 122

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

Phone: (704) 687-7575

Email: tpieper@charlotte.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.

1. Go to <https://www.playposit.com/join>.
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/5wknt43x26j>

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. The cost is \$50 for the entire semester, which includes the PDFs of the textbook, explainer videos, comprehension mini-quizzes, and interactive application videos.
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](#).

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 UNC Charlotte 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, complexity science and other 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 tasks 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 practical).
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.

PlayPosit/Flip-Ed Modules:

In this class, we will utilize **PlayPosit/Flip-Ed** as a learning platform. You will access the Flip-Ed learning platform through this [link](#). Login instructions are provided on the first page of the syllabus.

Each PlayPosit 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 the focal industry and company that you are working on this semester.

Note that this is a **highly interactive class**: I will regularly and randomly call on students individually and in groups to discuss the assigned tasks, present their ideas, share their emergent thinking, and moderate discussions. These engagements and contributions are critical for your learning and represent an important part of your overall grade.

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

| Component | Possible Points |
|---|------------------------|
| <i>Individual</i> | (800) |
| 1. Individual Essay (mandatory) | P/F |
| 2. Engagement, Participation, and Preparation | |
| a. In-class Contribution | 400 |
| b. PlayPosit Comprehension Quizzes (x14) | 100 |
| c. PlayPosit Application Video Responses (x14) | 100 |
| 3. Exam 1 and 2 (100 each) | 200 |
| <i>Group Project</i> (using Focal Company) | (200) |
| 4. Written Strategic Recommendation | 100 |
| 5. Presentation / Visual Pitch | 100 |
| TOTAL | 1000 |

Assignment Details

Assigned work is due by the date and time stated within this syllabus (see the tentative schedule at the end of this document) 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 communicated in class and posted on Canvas. In all cases, Canvas instructions will supersede any other instructions given in this syllabus.

Individual Grading (80% of Total Grade):

1. *Individual Essay (Pass or Fail)*

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.

Successful completion of the individual essay with the associated deliverables is mandatory for enrollment in this class. Students who receive a failing grade on their essay cannot proceed with the subsequent course components.

2. *Engagement, Participation, and Preparation (60% or 600 points)*

- a. In-class Contribution (40% or 400 points). This is a highly interactive, workshop-style 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. The quality and effort during class discussions will heavily influence your contribution grade.

Contribution involves multiple aspects, including the following:

- Internalizing the relevant textbook chapters, and completing the explainer videos, comprehension mini-quizzes, and interactive application videos prior to each class (details below);
- Preparing the focal tasks pertaining to the class subject. 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;
- Integrating your analysis of the focal company and industry into the class discussion in a way that materially guides the discussion on a regular basis (we will be employing a ‘cold calling’ solicitation method);
- Bringing in material/information from outside sources (e.g., data that were used in your assessment and analysis, or current reporting in the business press);
- Challenging fellow students in a constructive manner based on your assessment. Students who earn an “A” for class engagement typically have perfect attendance for the semester.

- Demonstrating etiquette and professionalism. For each meeting, you are expected to arrive on time, dressed appropriately, and respecting the health protocol in effect (see policies below).

Each class period, I will randomly assign 1-2 scribes to assist with documenting the in-class discussion. Each scribe will receive full contribution credit for the day, and will be responsible for documenting the sequential order of contributions from participants in a simple template.

20% (or 200 points) of the in-class contribution grade will be determined prior to the Midterm Exam (Exam 1), with the remainder (20% or 200 points) being determined based on student performance thereafter until the end of the semester. Students who earn an “A” for class engagement typically demonstrate consistent quality engagement throughout the semester.

- b. Comprehension Quizzes (10% or 100 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. Students are expected to complete these comprehension quizzes prior to each class when the subjects are being discussed.
- c. Application Videos (10% or 100 points). There is a total of 14 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.

Note that this is a highly interactive class: I will regularly and randomly call on students individually and in groups to discuss the assigned tasks, reflect on readings, PlayPosit videos and quizzes, share their ideas and emergent thinking, and facilitate discussions in class.

3. Exams (10% or 100 points each)

There will be two exams this semester. For dates, please refer to the schedule at the end of the syllabus. The exams will be taken 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.

Group Project (20% 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 written strategic recommendation (see #4 below); and
- a group presentation / visual pitch (see #5 below).

The deadline for submission for both components is **December 4, 2023 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.

4. Written Strategic Recommendation (10% or 100 points)

Your assignment is to perform a strategic audit, and essentially develop a course of action and implementation for the identified issue. The written component consists of an executive summary-style 3-page written report (plus appendices) effectively answering 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.

Teams should 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.

5. 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.

Instead of a traditional in-class face-to-face presentation, each team will compose a video recording, facilitated by PowerPoint, that will be shared with the class and peer-reviewed by another team. The peer-evaluation grade will factor into the final grade for the group presentation.

- Teams can choose whether to present as a group or elect a spokesperson.
- The presentation should not exceed 10 minutes.
- The audience for the presentation is the senior management of your focal firm.
- The video pitch is to be submitted via Canvas by **December 4, 2023 at 10 AM**.

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 for the group project. 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 Lecture Series), conferences, and other events as they apply to the contents of 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.

This is a highly interactive class – active participation and meaningful contribution represent a significant portion of your grade. Attendance is a necessary, but non-sufficient condition. Scribes will assist me with documenting the quality and effort of your in-class contributions (more details in the Assignments section above). Your attendance will be reflected through your class participation and engagement. There will be no sign-in sheet.

Each student will receive a name tent-card at the beginning of the semester, and it is your responsibility to bring your tent-card to class. If you do not have a tent-card, scribes will not be able to register your contributions, and you may not receive any credit as a result.

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 to discuss the readings, focal company tasks, and emerging thoughts in class.** 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. Note that active class engagement represents a substantial portion of your grade.

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. Artificial Intelligence (AI) Policy. The use of AI tools, such as ChatGPT, Claude AI, Google Bard AI, Bing AI Chat, is allowed in this class. In fact, some exercises may encourage it. When you use AI, it is imperative that you openly acknowledge the use of it. For example, by providing a short statement and sharing the prompts that you used (see below).

Learning to use AI is an emerging skill, and I encourage you to peruse the useful materials and tutorials that Dr. Ethan Mollick of The Wharton School at the University of Pennsylvania makes available on [his LinkedIn page](#) and elsewhere (for example, [here](#)).

Be aware of the limits of ChatGPT (credit to Ethan Mollick):

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of academic honesty policies.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

10. 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.

11. 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.

12. 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.

13. 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

14. 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 UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of **The UNC Charlotte Code of Student Academic Integrity** (see the Catalog and also <https://integrity.charlotte.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](https://integrity.charlotte.edu) (also see <https://integrity.charlotte.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.

15. 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.

16. 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.

17. 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.

18. Title IX University Reporting Expectations Regarding: Incidents of Discrimination, Discriminatory Harassment, or Sexual and Interpersonal Misconduct: UNC Charlotte is committed to maintaining an environment conducive to learning for all students and a professional workplace for all employees. The University takes active measures to create or restore a respectful, safe, and inclusive environment for community members that is free from discrimination, discriminatory harassment, and interpersonal violence. If you (or someone you know) has experienced 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 discrimination, discriminatory harassment, or sexual and interpersonal misconduct they receive to the [Office of Civil Rights and Title IX](#). This means that if you tell me about a situation involving these matters, I am expected to report the information. 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 Office of Civil Rights and Title IX: (1) Center for Counseling and Psychological Services (CAPS) (caps.charlotte.edu, 7-0311); or (2) Student Health Center (studenthealth.charlotte.edu, 7-7400). Additional information about your options is also available at civilrights.charlotte.edu under the "Students" tab.

19. 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 <https://caps.charlotte.edu> 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.

20. 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.)

21. 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).

22. 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

| Session | Date | Topic | Readings & Assignments (U.S. Eastern Times) |
|-----------|--------------|---|--|
| 1 | Aug 22 | Introduction & Course Overview | Syllabus |
| 2 | Aug 24 | Expectation Setting Psychological Contract Exercise | Psychological contract material on Canvas & PlayPosit Sign-up |
| 3 | Aug 29 | Fundamentals – What is Strategy? Complex Systems, and VUCA | PlayPosit Unit 1 & Materials on Canvas |
| | Aug 30 | Industry Selection for Focal Tasks | Industry Selection due Aug 30 @ 10 AM |
| 4 | Aug 31 | Organizational Goals: Vision, Mission, and Values | PlayPosit Unit 1 |
| | Sep 1 | Individual Essay | Individual Essay due Sep 1 @ 10 AM |
| 5 | Sep 5 | Stakeholder Theory | Materials on Canvas |
| 6 | Sep 7 | Strategic Levels | PlayPosit Unit 2 and Focal Task Unit 2 |
| 7 | Sep 12 | STEEP | PlayPosit Unit 3 |
| 8 | Sep 14 | STEEP Discussion | Focal Task Unit 3 |
| 10 | Sep 19 | Porter’s Five Forces and Competitor Analysis | PlayPosit Unit 4 & 5 |
| 11 | Sep 21 | Five Forces and Competitor Analysis Discussion | Focal Tasks Unit 4 & 5 |
| 12 | Sep 26 | Value Chain Analysis | PlayPosit Unit 7 |
| 13 | Sep 28 | Value Chain Discussion | Focal Task Unit 7 |
| 14 | Oct 3 | Independent Study | Review of contents covered so far |
| 15 | Oct 5 | EXAM 1 | All contents up to this point |
| 16 | Oct 10 | VRIO Analysis, Capabilities and Core Competencies | PlayPosit Unit 8 & Materials on Canvas |
| 17 | Oct 12 | VRIO & Dynamic Capabilities Discussion | Focal Task Unit 8 |
| 18 | Oct 17 | SWOT/TOWS | PlayPosit Unit 12 |
| 19 | Oct 19 | SWOT/TOWS Discussion | Focal Task Unit 12 |
| 20 | Oct 24 | Student Recess – No Class | |
| 21 | Oct 26 | S-Curve Analysis | PlayPosit Unit 10 |
| 22 | Oct 31 | S-Curve and Disruptive Innovation | Focal Task Unit 10 & Materials on Canvas |
| 23 | Nov 2 | Segmentation Analysis | PlayPosit Unit 6 & Focal Task Unit 6 |
| 24 | Nov 7 | Segmentation and Jobs To Be Done | Focal Task Unit 6 & Materials on Canvas |
| 25 | Nov 9 | Business Level (Generic) Strategies | PlayPosit Unit 9 |
| 26 | Nov 14 | Business Level Strategies Discussion | Focal Task Unit 9 |

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| 27 | Nov 16 | Vertical Integration / Corporate Strategy | PlayPosit Unit 11 |
| 28 | Nov 21 | Vertical Integration / Corporate Strategy Discussion | Focal Task Unit 11 |
| 29 | Nov 23 | Thanksgiving – No Class | |
| 30 | Nov 28 | Business Model Canvas | PlayPosit Unit 13 |
| 31 | Nov 30 | Business Model Canvas Discussion | Focal Task Unit 13 |
| | Dec 4 | Final Team Projects due | Written Strategic Recommendation and Visual Pitch due Dec 4 @ 10 AM |
| 32 | Dec 5 | Last Day of Class | Discussion and Wrap-Up |
| | Dec 9 | Final Team Projects Evaluations due | All evaluations due Dec 9 @ 10 AM |
| | Dec 12 | EXAM 2 (11:00 am - 1.30 pm ET) | All contents after Exam 1 |

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