

SYLLABUS
Fall 2022
MGT 439 - GLB/Business Strategy

Course Title: GLB/Business Strategy

Instructor: J. Robert Collins, Ph.D.
Adjunct Professor of Management
Department of Management and Economics
College of Business

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|-----------------------------|---------------|------------------------------------------------------------------|
| Contact Information: | Office: | By Appointment |
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Best way to communicate: Email or Phone

Course Meeting Day/Time/Room:

Mgt 439-02W (Online), CRN 80599

COURSE DESCRIPTION

From the University catalog: This course provides a business capstone for the study of the overall functioning of various types of organizations. This course includes a brief study of strategic planning including mission statement development, analysis of external environment and internal organizational factors, development of strategic alternatives, selection of appropriate alternatives, implementation of strategies, and competitive strategies and dynamics. Special emphases are given to the integration and coordination of the functional areas within the enterprise. The case method and/or business simulation will be used to provide practical experience in analysis and decision making in the solution of business problems. Prerequisites: Senior standing; FIN 304, BA 302, MGT 305, 307, MKT 306.

Expanded course description: Unlike other business courses that concentrate narrowly on a particular function or piece of the business – i.e. accounting, finance, marketing, production, human resources, or information systems - Business Strategy is a big picture course. It cuts across the whole spectrum of business and management. The center of attention is the total enterprise—the industry and competitive environment in which it operates, its long-term direction and strategy, its resources and competitive capabilities, and its prospects for success.

Throughout the course, the spotlight will be trained on the foremost issue in running a business enterprise: “What must managers do, and do well, to make the company a

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winner in the game of business?" The answer that emerges, and which becomes the theme of the course, is that good strategy-making and good strategy-execution are the key ingredients of company success and the most reliable signs of good management.

The mission of the course is to explore why good strategic management leads to good business performance, to present the basic concepts and tools of strategic analysis, and to drill in the methods of crafting a well-conceived strategy and executing it competently.

Students will be asked to probe, question, and evaluate all aspects of a company's external and internal situation. Students will evaluate a company's standing in the marketplace and its ability to go head-to-head with rivals, learn to tell the difference between winning strategies and mediocre strategies, and become more skilled in spotting ways to improve a company's strategy or its execution.

In the midst of all this, another purpose is accomplished: to synthesize what has been learned in prior business courses. Dealing with the grand sweep of how to manage all the pieces of a business makes strategic management an integrative, capstone course in which students reach back to use concepts and techniques covered in previous courses. For perhaps the first time students will see how the various pieces of the business puzzle fit together and why the different parts of a business need to be managed in strategic harmony for the organization to operate in a winning fashion.

COURSE OBJECTIVES

Knowledge Objectives. This course aims to improve student understanding of the concepts, principles, problems, and applications of strategy. A student who has completed this course will be able to:

1. Demonstrate an understanding of business strategy and the essential terminology and concepts including the strategic management process, the macro environment of business, industry competition, various levels of strategy in a business, SWOT analysis, strategy selection, and planning for strategy implementation and control.
2. Apply business strategy concepts and the strategic management process to current company and industry situations through case analysis and presentations
3. Demonstrate personal communication and project management skills as evidenced through a team managed business simulation.
4. Demonstrate problem solving skills through case analyses.
5. Think strategically at functional, business, corporate, and international levels.

Course Learning Outcomes. Outcomes for students to successfully complete this course include:

1. Understanding the concepts related to strategic management
2. Understanding how to analyze the external and internal environment of a firm

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3. Comprehending different levels of strategy
4. Understanding the challenges of becoming a global manager
5. Understanding entrepreneurial strategy, strategic control and corporate governance
6. Understanding how to create effective organizational designs
7. Understanding strategic leadership through creation of learning and ethical organizations
8. Understanding how to manage innovation and fostering corporate entrepreneurship

REQUIRED TEXT AND MATERIALS

Thompson, Peteraf, Gamble, and Strickland, "Crafting and Executing Strategy: The Quest for Competitive Advantage", Concepts and Cases, 23rd Edition, McGraw-Hill Education, 2 Penn Plaza, New Your, NY, 10121.

ISBN: 9781307699548

Please note:

1. This package is labeled: "CNCT ACCESS and EXEC CARD 23RD Custom"
2. This Includes Text, Connect, eBook, and the Business Simulation Game (BSG)

GLOBAL COURSE

This course has been selected as a Global Course – linked to the University Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world.

For this course, MGT 439 Business Strategy, the first individual case study where students examine specific global business situations will be used. The case will focus on situations which require an examination and understanding of global dynamics.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students must be able to use the learning management system (D2L), Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and be comfortable with developing presentations and documents using these tools.

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Instructional Methods: Lecture (face to face sections), case studies, simulation game, and computer-aided learning. The plan and schedule for the course is defined in the Course Plan Document which can be found on D2L in Doc Sharing as well as Course Content. The course is organized into weeks or units. During each week the assigned readings, lectures, exams, and submittals are spelled out for the student.

Student Responsibilities or Tips for Success in the Course: To succeed in the course, students will need to regularly accomplish reading assignments, complete the weekly Connect assignments, spend quality time on the case assignments, and take all exams. The reading assignments must be accomplished on a regular basis in order to keep from falling behind in the course.

Grading: Final grades in this course will be based on the following scale:

| |
|------------------|
| A = 90%-100% |
| B = 80%-89% |
| C = 70%-79% |
| D = 60%-69% |
| F = 59% or Below |

Make-up Policy: Unless there is an officially documented reason for missing an exam, no make-up exams will be given.

Course Communication: Most of our communication will be in class, via email, or on D2L. However, students should regularly check their e-mail and D2L for class information. The primary mode of communication in this class (outside of meeting times) will be e-mail messaging. Students should also check the D2L platform for announcements, to access the course documents via Doc Sharing, and to post comments.

Cases: Cases are a major part of this course. They will be used to integrate the material students were exposed to in previous classes and some new material students are going to be exposed to in this class. Students have to read the assigned cases thoroughly and must answer the related assigned questions. The case method is intended to lead us to a discussion. During this discussion, sometimes we will reach a consensus while other times a single "right answer" may not emerge. The idea is not always to find the right answer but the reasoning process we adopt in our analyses.

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GRADING PLAN/PERFORMANCE EVALUATIONS

The course grade will be based on the following components and percentage allocations:

| | | |
|---|------------------------------------------------------------------------------------------------------|------|
| 1 | Performance on the BSG exercises (including quizzes, Post Simulation exam, and the peer evaluations) | 15% |
| 2 | Written Case Assignment | 15% |
| 3 | Mid-term Exam on Chapters 1-5/assigned readings | 20% |
| 4 | Final Exam on Chapters 6-12/assigned readings | 20% |
| 5 | Completion of Connect Learning assurance Exercises for assigned Chapters in the text | 10% |
| 6 | Core Competency Exam (CCE) | 15% |
| 7 | Class Participation | 5% |
| | Total | 100% |

Note:

The instructor reserves the right to modify/change course requirements as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams or other assignments if unexpected changes in the class schedule occur. If such a modification is needed, students will be notified by e-mail or through the course Web site.

COURSE REQUIREMENT DETAILS (See the COURSE PLAN for dates)

BSG Simulation: (15% of total course grade)

In The Business Strategy Game, 1 to 5 class members are assigned to operate an athletic footwear company that produces and markets both branded and private-label footwear and competes head-to-head against footwear companies run by other members of the class. As many as 12 companies can compete in a single industry grouping. The companies compete in a global market arena, selling in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America.

The co-managers of each company are responsible for assessing market conditions, determining how to respond to the actions of competitors, forging a long-term direction and strategy for their company, forecasting upcoming sales volumes, and making decisions relating to:

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- Production operations (up to 10 decisions for each plant, with a maximum of 4 plants)
- Upgrading plants and expanding/reducing plant capacity (up to 6 decisions per plant)
- Worker compensation and training (3 decisions per plant)
- Shipping and inventory management (up to 8 decisions each plant/geographic region)
- Pricing and marketing (up to 10 decisions in each of 4 geographic regions)
- Bids to sign celebrities to endorse their brand of footwear (2 decision entries per bid)
- Corporate social responsibility and citizenship (up to 6 decision entries)
- Financing of company operations (up to 8 decision entries)

Additional information for student participation in the BSG are provided under the section title BSG DETAILS

Case Assignment (Total of 1):

Preparation of Written Case Assignments (Case 1 – 15% of total course grade)

The written case assignment is to be prepared on an individual basis. It is expected that the content of the written case will reflect the individual student's thoughts and analysis. Collaboration with class members is encouraged. The written portion of the case will be limited to a 3-page executive summary of recommendations to address the strategic issues in the case. The purpose of the written case assignments and all case analyses for the course is to help the student become proficient in analysis-based decision making.

Suggestions regarding the preparation of written case assignments are discussed in "A Guide to Case Analysis" posted in Doc Sharing on the course home page in D2L and at the "Student Center" at www.mhhe.com/thompson. It is also included in the text, Appendix CA.

The criteria for grading written case presentations include:

1. Identification of key problems/strategic issues.
2. Evidence that the use of appropriate analytical tools and techniques presented in the chapters were used in identifying strategic issues.
3. Presenting realistic, workable, well-supported recommendations for action.
4. Use of good communication skills—failure to use good grammar, spelling, and other written communication skills will result in a full one-letter grade reduction.
5. Evidence of adequate preparation, pride of workmanship, and display of professional attitude and approach.

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Note:

1) Written case assignments should be submitted no later than the due date for the assignment (see the COURSE PLAN. Cases turned in after the scheduled due date are eligible for a grade no higher than a C. **No late papers will be accepted if submitted more than 48 hours past the scheduled due date (except by prearranged consent of the instructor).**

2) All written cases are to be typed (single or double-spaced) and should incorporate correct form, spelling, grammar, sentence structure, and communication skills.

3) Papers which, in the opinion of the instructor, employ disproportionately poor grammar and poor quality written communication skills will be assigned a grade that is a full one-letter lower than would otherwise be assigned.

Mid-term and Final Exams (Total of 2): (20% of Total Course Grade, Each Exam)

The two exams in this course will be Multiple Choice and essay exams that require students to integrate assigned readings with text coverage of strategic management concepts. Exams are to be completed on an individual basis. Each student is expected to take the examinations when scheduled. Students will have 75 minutes to complete the exam. Exams will open and close as shown in the SCHEDULE OF CLASS ACTIVITIES.

Completion of the Connect Learning Assurance Exercises: (10% of Total Course Grade)

The Connect package for the course includes Learning Assurance Exercises that will allow the student to further assess their understanding of key chapter concepts and their ability to apply the tools of strategic analysis presented in all 12 chapters. One exercise will be assigned for each chapter to be completed on an individual basis.

Completion of these exercises should further prepare the student for the two exams in the course. The Connect grade for the course will be taken from the Connect Gradebook located at the Connect site.

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Core Competency Exam (15% of Course Grade)

The Core Competency Exam (CCE) is designed to measure your comprehension of the core business courses. The College of Business requires all students to take the CCE in their final semester, and uses the results to evaluate our programs. Additionally, faculty may consider your CCE results, in addition to your coursework, when they recommend you for jobs or additional academic programs. The CCE is administered through enrollment in this course (the capstone strategy course). The CCE will be administered during the week of 3/29/2021, the 12th week of the course. (See the Course Plan.). That week, your requirements for this course will be minimal to allow you to focus on the CCE. More information will be provided later.

Class Participation (5% of Course Grade)

This grading component will be based on a student's overall participation in the course, quality of written work, participation in any discussions and compliance with the course plan. The points earned will be at the discretion of the instructor.

BUSINESS STRATEGY GAME (BSG) DETAILS

In The Business Strategy Game (BSG), 3 to 5 class members are assigned to operate an athletic footwear company that produces and markets both branded and private-label footwear and competes head-to-head against footwear companies run by other members of the class. As many as 12 companies can compete in a single industry grouping (class sizes above 50 are typically divided into two or more industry groups). The companies compete in a global market arena, selling in four geographic regions—Europe-Africa, North America, Asia-Pacific, and Latin America. The team assignments will be distributed in the first week of the course.

Participating in The Business Strategy Game Simulation

Students will be provided registration information for the BSG in class and on the Mgt 439 course homepage and in Doc Sharing. It is critical that each student read and understand the [player's guide for the BSG](#). There will be 2 practice rounds for BSG and then 8-10 regular decision rounds. Students will also take two quizzes during the BSG and perform an evaluation of their team at the beginning and conclusion of the simulation exercise. (The schedule for the BSG activities is included in the Course Plan available on the course homepage in D2L and in Doc Sharing.)

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Peer Evaluations – All students will be required to rate the performance of their BSG team members along with their own performance in The Business Strategy Game simulation. Students' grades for their performance in the simulation may be lowered by as much as two letter grades if other team members universally rate a student's knowledge of the mechanics of the simulation and contribution to team success as "poor."

Terminating a member of your management team – Team members are subject to dismissal from the team if they are unwilling to master the material presented in The Business Strategy Game Players' Guide or are unwilling to attend team meetings or otherwise participate in the simulation.

TECHNOLOGY REQUIREMENTS, ASSIGNMENTS and COURSE POLICY

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if using a Windows operating system (7 or newer) and a recent version of Microsoft Internet Explorer or another Windows compatible browser such as Firefox or Microsoft Edge.

Browser support: Due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
 - You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
 - Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
 - Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have **Microsoft Office** or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. **Microsoft Word** is the standard word processing software, **Microsoft Excel** is the standard spreadsheet software, and **Microsoft PowerPoint** is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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Access and Navigation: You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Communication and Support

Brightspace (D2L) Support: Technical Support: If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words “[click here](#)” to submit an issue via email.



System Maintenance: D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Syllabus Change Policy: The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Assignments

Format for Assignments:

Virtually all assignments must be turned in using the following format guidelines.

1. Typed, single or double-spaced
2. Arial or Times New Roman, 12 font (only) – Arial preferred
3. Paper size should be standard, 8-1/2 by 11 inches
4. References should be complete (in that they can be used to find the source) and consistent. APA Style is expected. The main focus should be to make a complete reference that will include author (if known), source (magazine, journal, website, etc.), date of publication (or retrieval), etc.

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Assignment Submittal Policy

1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 439 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
2. **Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. The Course Plan lays out the full course schedule and can be accessed on the course home page or on Doc Sharing. Late assignment submittals will not be accepted without prior approval nor will email submittals. All assignments must be submitted into the appropriate folder
3. **Assignments must be complete.** Components of an incomplete assignment submittal will not be accepted after the assignment due date.

Under normal situations, assignments sent to my university email address will not be accepted. Submittals that are not consistent with course software format and file requirements will not be accepted and graded.

Note: Submit assignments in MSWORD and avoid grading issues.

Course Assignment and Exam Schedule and Dates:

| Assignment/Exam | Open | Due |
|------------------------------|-------------|------------|
| Teams Assigned for BSG | | Sep 4 |
| Complete BSG Practice Rounds | Aug 29 | Sep 18 |
| Case Study 1 | Sep 19 | Oct 9 |
| Midterm Exam (Chapters 1 -6) | Oct 10 | Oct 17 |
| BSG Final Documents | | Nov 27 |
| Final Exam (Chapters 7-12) | Dec 5 | Dec 12 |
| Course Competency Exam | | Nov 19 |
| | | |

University Specific Procedures

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the

https://inside.tamuc.edu/student_guidebook/Student_Guidebook.pdf?_ga=2.266269064.663441911.1660086421-178072989.1651697273

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

Academic Integrity: Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Counseling Center: The Counseling Center at A&M-Commerce, is located in the Halladay Building, Room 203. The center offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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Nondiscrimination Notice: Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism: Plagiarism represents disregard for academic standards and is strictly against University policy. Plagiarized work will result in an “F” for the course and further administrative sanctions permitted under University policy. Guidelines for properly quoting someone else’s writings and the proper citing of sources can be found in the APA Publication Manual. If you do not understand the term “plagiarism”, or if you have difficulty summarizing or documenting sources, contact your professor for assistance.

Research Studies/Human Research

Procedure A15.02

Texas A&M University-Commerce recognizes the need for investigation in which human beings may serve as research subjects. The University acknowledges and accepts its responsibilities for ensuring that the privacy, safety, health, and welfare of such subjects are adequately protected. All research, which involves any form of participation of human subjects, qualifies as human subject research. This includes certain survey

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research, research by students as well as by faculty and staff and both internally and externally funded research.

In order to comply with federal regulations as well as to conform to guidelines of the University's Institutional Review Board (IRB), the principal investigator should obtain approval of their research protocol from the IRB prior to any contact with human subjects.

If you are using humans in any of your research, contact your professor before proceeding with the research project. A determination will be made as to the need for IRB review and approval.

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APPENDIX A
Case Study Grading Rubric

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Teacher:

Dr. Bob Collins

Available Points: 15

| CATEGORY | Points | Pt Distribution %'s | | | | |
|---------------------------------------------------------------------------------|---------------|----------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------|
| | | 0-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| A. Case summary including the business name(s), principals and other key facts. | | Poor desc; more than one missing element | Acceptable desc ; more than one missing element | Clear desc ; more than one missing element | Clear desc ; missing element | Clear desc of the case situation |
| 10% | 1, 1.5 | | | | | |
| B. Statement of the question(s) | | Poor or incomplete statement | Acceptable statement; elements missing | Less than clear statement; elements missing | Clear statement; elements missing | Clear statement of the question(s) |
| 10% | 1, 1.5 | | | | | |
| C. Identification of the data and information required to assess the questions | | Poorly presented, incomplete | Incomplete , missing elements | Incomplete limited missing elements | Good identification and presentation | Thorough, complete identification and presentation |
| 20% | 2, 3 | | | | | |
| D. Analysis and statement of the response to the question(s) | | Incomplete; presented as an afterthought | Incomplete, missing content, poorly presented, | Incomplete content, inaccurate not clearly presented | Mostly Clear response, incomplete content | Clear and complete response |
| 20% | 2, 3 | | | | | |
| E. Quality and thoroughness of the analysis | | Limited, inaccurate | Poor assumptions; partially presented; inaccurate | Assumptions incomplete or not stated; some accuracy questions | Reasonable assumptions; well organized; accurate | Reasonable assumptions; well organized and presented |
| 20% | 2, 3 | | | | | |
| Overall Content and Quality of Writing | | Poor writing; typos/misspells; inaccuracies; Poor organization | Sloppy Grammar; Inaccuracies or Deficiencies; Poor organization | Grammar issues; Content and organization Deficiencies | Moderately Prof., some rough spots; content OK | Professional, clear and concise; Well organized |
| 20% | 2,3 | | | | | |
| Total Points | 10, 15 | | | | | |