

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA 290

Course Title: Business Policies (3 units, 45 hours of lectures)

Course Start Date: January 20, 2015

Course End Date: May 5, 2015

Tuesdays, 9:00 am to 11:45 am

Course Description:

Senior-level integrating capstone course which provides the student with the opportunity to put into practice all the skills, disciplines, techniques and theories acquired in functional courses such as economics, operations management, marketing, finance, accounting, and management. Emphasis is on the case method of instruction and use of a business game. *Prerequisite: Senior standing*

Learning Objectives:

1. Students will gain an understanding of the guiding principles of strategic management as it relates to small, medium, and large organizations across industries.
2. Students will have learned how to effectively apply the principles of the strategic management process in international work settings.
3. Students will develop an understanding of how an organization can effectively and efficiently identify, respond to, and influence changes in the organization's dynamic environment.
4. Students will learn how to analyze strategic business scenarios and produce effective solutions using current strategic management tools and methods.

Required Text:

David, F.

2013 Strategic Managements: Concepts & Cases, 14th edition. Prentice Hall. Upper Saddle River, New Jersey. ISBN 10: 0-13-266423-2

Hardcopies, electronic versions, and rentals of Robbins are available through the publisher at www.prenticehall.com.

Recommended Text

Weiss, E.

2005 The Elements of International English: A Guide to Writing Correspondence, Reports, Technical Documents, Internet Pages For A Global Audience. M.E. Sharpe. Armonk, N.Y., ISBN: 0-7656-1572-X

Websites:

<https://edge.sagepub.com/nahavandi/student-resources>

- Can print self-assessment exercises that can be completed by hand or electronically.
- Flash cards, practice quizzes, etc.
- Academic journal articles (can be used for supporting references)
- Multimedia learning resources to supplement the textbook.

<https://canvas.instructure.com>

- Provide “lincolnucaf.edu” e-mail address at the beginning of class to be invited. When registering for the class on Canvas be sure to use your name as it appears on your LU course registration and not just your e-mail address. Those who only use their e-mail will not be recognized, nor added to the Canvas class roster.
- Copies of syllabus and assigned coursework will be posted.
- All business and role-playing cases will be posted here for download or printing.
- Forum for class discussion as necessary.
- Calendar for course.
- Students can access their individual grades/point to date.
- Except for self-assessment assignments, all other assignments will be posted in Canvas. E-mailed and printed assignments will not be accepted unless approved in advance by the instructor. Printed versions of the self-assessment exercises can be turned in during class or posted in canvas.

Smartphone, Tablet, Notebook Computer Technology:

Class sessions will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone. We will be using web-based sites such as:

www.polleverywhere.com, textnow or textplus, quizlet, padlet.com, etc.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class. However, you need to have your devices on vibrate or the volume turned down so that it will not distract the class. If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day.

Instructor

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

Lincoln University e-mail address: mguerra@lincolnuca.edu

Office Hours: Room 301, Wednesday (2:15 pm to 3:15 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science, BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree.

Professional Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures. Have evaluated graduate MBA business degree programs on behalf of ACICS for accreditation compliance.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Police Executive Research Forum (PERF), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Assistant to the Instructor (ATI):

Ms. Sonal Gill is my Assistant to the Instructor (ATI) for this course. She has completed her DBA concentration courses and is ready to advance to the dissertation phase at Lincoln. She has two master's degrees; specifically, a Master's Degree in Commerce with a concentration in management, and an MBA in General Business. Sonal also has corporate experience, and has taught corporate and Lincoln students how to use applications such as, Adobe Photoshop. She will be working under my direct supervision for this course, and functions as my representative. She will not be involved in evaluating or grading any coursework produced by students. She will be directly involved in record keeping (my Canvas grade book), and more importantly, assisting me with some of our class exercises, role-playing, demonstrations, case studies, and student presentations. Sonal's e-mail is: sgill@lincolnucsf.edu.

Welcome to Business Polices!

In this syllabus, I will provide an overview of the course and the student expectations for the upcoming class sessions. It is important that you note the schedule of events, and assignments. This is an undergraduate capstone course that is designed to give you the opportunity to apply all of the knowledge you've acquired during your previous coursework at Lincoln in the arena of organizational strategic management. Students are expected to start the course with a senior undergraduate level of understanding of:

Management, finance, accounting, economics, operations management, marketing, international business, MIS, etc.

The focus of this course is designed to help students develop the knowledge and skills to identify and understand the multiple complexities that create dynamic business environments where business decisions need to be made. To make sound strategic decisions, students need to develop skills to learn how to think strategically, and how to see strategically. Henry Mintzberg captured the challenge that the field of strategic management finds itself in today when he said: “The world is hardly prepared to wait for information to get itself into a form acceptable to the planners and their systems.”

Developing strategies has traditionally been based on quantitative data collection and analysis that can be integrated into deterministic forecasting models. This was done through a systemic analysis that would produce a proven strategy or best strategy based on specific business conditions. For instance, a firm under condition *y* would do *z*. The strategy included detailed vision and mission statements, goals and objectives, checklists, budgets, operations, etc. Unfortunately, as Mintzberg’s quote above suggests, by the time this process is completed, the present work environment has already changed or is in the process of changing to varying degrees. Strategic thinking and seeing, on the other hand, entails being able to take in the 10,000-foot view or big picture of the organization and business environment, **and** see the actual work environment along with the multitude of connecting variables that can or are affecting the organization and industry. Strategic thinking requires a non-linear frame of thinking while strategic development has a more linear orientation. For example, historically, we think of time in the past, present, and future linear sequence. Consider that to think and see strategically, we should think of time in the following temporal (nonlinear) sequence: past (prefigured strategy), future (refigured strategy), and present (configured strategy). All three frameworks mentioned above are interconnected and necessary for effective strategic management and decision-making, which will help prepare students to meet future organizational employment expectations of undergraduate business degree holders.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

In addition, your presentation and facilitation skills will be refined during this course to help prepare you for your transition from the academic world to the business world.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via Lincoln University e-mail.

Class Procedures

Before each session you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class, another resource for this is the Canvas course site. It is important for you to come to class prepared!

Instructional methodology includes: Lecture, class discussions, individual/team presentations, demonstrations, role-playing, guest speakers, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers in class will enhance your ability to contribute to class exercises and discussions.

Each class session will be divided into the following parts:

1. 0900-0915: During the first 15 minutes, join your group and complete the group quiz or answer the questions posted on the flipcharts papers around the classroom. Attendance is taken during this time.
2. 0915-1000: We will discuss your group work and course material for the session.
3. 1000-1020: break.
4. 1020-11:45: In these same groups, move to an instructor approved breakout area where your group can work on completing the assigned group experiential exercises assignments, or exams for the session. Time will be adjusted to ensure there is 90 minutes for the exam sessions. It is important to note that leaving class during this exercise period without the instructor's permission in advance will result in being marked absent for the class session for the day. There is no partial attendance. Attendance may be taken several times during this group exercise period because it is important that your group spends time together face-to-face to complete some of these exercises.

You should have an active Lincoln University e-mail account so you can use Canvas to receive any course revisions, feedback on your assignments, coursework, and any information that will be disseminated concerning the class. Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu), and the assignments are posted to our Canvas site. With Canvas, you can check your point total or status of submitted coursework at any time.

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

Assignments, Policies & Coursework

Student Working Groups: In many classes students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is an business policies class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. Since I am finalizing this syllabus while at a conference on the island of Maui, this semester's groups will have the following Hawaiian agricultural theme: The Pineapple group, the Guava group, the Papaya group, and the Sugar Cane group.

Group Assignments: When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately.

The coursework for this class involves different types of assignments. Consequently, it should be helpful to you if an overview of the course work is outlined in the below table:

<i>Assignment</i>	<i>Frequency</i>	<i>Individual or Group?</i>	<i>Letter Grade or Full/Partial Point Credit</i>	<i>Where to Submit?</i>
Syllabus Confirmation and Understanding Assignment	Once	I	Zero or Full Point CR	Canvas
Individual Class Participation: Printed/Digital Textbook Checks	2x (+1 Extra Credit) = 3	I	Zero or Full Point CR	Checked in class
Random Learning Group Chapter Quizzes	7x	G	Letter Grade	In-Class
Group Discussion Point Exercise at start of class with flipcharts	4x	G	Zero or Full Point CR	In-Class
Individual MBA MICA Business Case Discussions Reflection Paper	Once	I	Zero, Full, Partial CR	Canvas
Individual: Chapter Assurance of Learning Exercises	9x	I	Zero, Full, Partial CR	Canvas
Group: Experiential Exercises	10x	G	Zero, Full, Partial CR	Canvas
Midterm Exam	Once	I	Letter Grade	In-Class
Final Exam	Once	I	Letter Grade	In-Class

Description of Assignments:

1) Group: Chapter Quizzes & Flipchart Discussion Points: During class sessions 1/28-to-4/29, in the first 15 minutes of class, student groups will either complete a short quiz or participate in a group discussion point exercise. The quizzes and exercises will also be used as the sole means to record attendance for each class session (except last three sessions) so be sure that your name and student ID number is on the quiz or exercise. Students who leave class during the quiz or exercise without actively participating with their group to answer quiz questions or complete an exercise will not receive points for the quiz/exercise, and will be recorded as absent. The flipchart grading will be zero or full credit. The grading for the quizzes will be based on a letter grade.

2) Class Participation: Individual student participation is critical to our classroom-learning environment. This includes having your hardcopy or digital copy of your required textbook in class with you. Many of the in-class exercises are drawn directly from pages within your textbook. For this course, your class participation will be evaluated by demonstrating that you have your printed or digital copy of your textbook in class. During this course, you will be asked three times to present evidence that you have your textbook in class. Those times/class sessions will vary for students so not everyone will be checked on the same day. If you demonstrate that you have your textbook with you in class two out of three times, you will earn 2.5 points for each check for a total of 5 points. If you demonstrate that you have your textbook three out of three times, you will earn 5 regular points, and 2.5 extra credit points.

3) Reading Assignments: Please refer to the course schedule at the end of this syllabus. When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all of the material within the assigned textbook chapters so if there is a concept that you are having trouble understanding, please raise the issue during our class.

4) Midterm & Final Exams: There will be two multiple-choice and True-False tests in this course. Each test will have forty-five multiple-choice and true-false questions, and will be drawn from the textbook. The exams are closed book, and will be proctored in class by Ms. Gill. You will have ninety minutes to complete each exam. The exams are graded on an A-F letter grade scale.

5) MICA Business Case Discussions Reflection Paper: When the MBA students in our class discuss their MICA business cases from 4/21 to 4/28, analyze the class discussions, and reflect on how these OB issues can or could affect you in the workplace. Discuss your reflection in a 300-400 word paper that needs to be posted on Canvas by 5/5. Grading will be a zero, partial or full point scale.

6) Group Experiential Exercises: During your group exercise session, your group will complete the following assigned chapter experiential exercise for the session: 1A, 2A, 3A, 4B, 5A, 6A, 8B, 9A, 10B, and 11A. Work that cannot be completed in class is assigned as

homework for the group. The due dates are indicated in the schedule at the end of this syllabus, and all answers need to be posted on Canvas. The assignments will be graded on a zero, partial, or full point scale.

7) Chapter Assurance of Learning Exercises: There are nine exercises, which needs to be completed individually. This is not a group exercise. The exercise assignments are located in the following session schedule at the end of this syllabus along with the de dates. Specifically, the following Assurance of Learning Exercises are assigned: 1B, 2A, 3D, 4C, 5D, 6E, 7C, 8A, 10B, and 11A. All of these assignments will be graded using a zero, partial, or full point scale.

8) Syllabus Confirmation and Understanding Agreement: The syllabus can be downloaded from the LU website, and is available on Canvas. Once you are able to register your e-mail with Canvas, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me. Once you have completed the assignment, complete the assignment submission on Canvas by posting a message that you have read and understand the syllabus. This will be graded as either zero, partial, or full credit.

Assignments must have: The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions without these items will not be counted and you must use your lincolncasf account for electronic submissions.

Late Assignment Policy: Individual Late Assignment Policy: Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.

If you register for the class late, you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

Plagiarism Policy: Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for

the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be “0.” If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

Class Attendance Defined

- 1) You are expected to contribute to the class discussions in meaningful ways. That means:
 - contributing new and relevant information to the course discussion and from readings of the textbooks;
 - commenting in a positive manner;
 - building on the remarks of your fellow students;
 - posing questions of your fellow students; and
 - Sharing quotes, websites, and other supplementary information.

- 2) Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional’s note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance. A superior performance. The assignment is well-written and contains an interesting and insightful analysis. The assignment has a central theme or idea and has supporting points. The analysis or argument is supported by primary academic resources. For a grade of 100%, the standard is publication quality.

A- = Excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

Category	Percent	Point(s)
Individual: Syllabus Confirmation and Understanding Assignment	0.50%	0.50
Individual Class Participation (3 textbook checks worth 2.5 points each for a maximum of 5 regular points and 2.5 extra credit points)	5%	5 (2.5 EC)
Random Learning Group Chapter Quizzes (7 x 0.50 points per quiz, A-F grade scale)	3.5%	3.5
Group Discussion Point Exercise at start of class (4 x 0.50 points using Partial/Full CR points)	2%	2
Group: Chapter Experiential Exercises (10x 2 points each using Zero/Partial/Full CR points)	20%	22
Individual: Chapter Assurance of Learning Exercises (9x 2 points each using Zero/Partial/Full CR points)	18%	18
Individual: Midterm Exam (Letter Grade)	23%	22
Individual: MBA MICA Business Case Discussions Reflection Paper (Zero/Partial/Full CR points)	5%	5
Individual: Final Exam (Letter Grade)	23%	22
	100%	100
Individual Performance = 72.5% & Group Performance = 27.50%		(+2.5 EC)

Format for Submitting Assignments

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment and submission date (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln’s library staff is there to help you locate those resources.

(3) Electronic submission of coursework to Canvas will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu).

Academic References

In the United States, Wikipedia is not considered an academic reference in education by most elementary schools, high schools, and colleges. This does not mean you cannot site this as a source much like you would use a magazine or newspaper articles as a reference. You can use these non-academic reference sources to point you in the right direction when you need an academic reference to support your approach, argument, or analysis. One of the best resources you have as a student is the academic databases that are available to you through Lincoln’s library.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 20	<ul style="list-style-type: none"> • Introduction to course and syllabus review (0.50 point for review). • Learning Group Assignment (4-5 other students to form a learning group). • Overview of instructions for using www.goanimate.com for group animation assignments. • Video Relating to Developing Business Policies. • Homework (Due at the start of class on 1/27): Read Chapter 1: The Nature of Strategic Management. The required text is available from Prentice-Hall publishers.
January 27	<ul style="list-style-type: none"> • Learning Group Discussion Points: In the first 15 minutes of class, join your learning groups, and proceed to each of the discussion points listed on the flip charts posted around the classroom. As a group, form a group reply, and write your response on the flip chart paper. Make sure you identify your response by your group name. Also, check-off the members of your group who are present in class and helped formulate the group's response on the roster posted next to each flip chart. If a group member leaves class, is absent, or did not help the group formulate the group's reply, do not mark them on the roster. Marking group members on the roster when they did not contribute will result in "0" points for everyone in an offending group. • Chapter 1 (The Nature of Strategic Management) Concepts: Lecture/Class Discussion/Class Exercises. • Homework (Posted on Canvas by 2/3): Read Chapter 2. The Business Vision & Mission. • Individual Homework (Posted on Canvas by 2/10): Assurance of Learning Exercise 1B. • Group Experiential Exercise/Homework (Posted on Canvas by 2/10): Experiential Exercise 1A.
February 3	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 2 (0.50 points): In the first 15 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapter 2 (The Business Vision & Mission) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 2/10): Read Chapter 3: The External Assessment. • Individual Homework: (Posted on Canvas by 2/17): Assurance of Learning Exercise 2A. • Group Experiential Exercise/Homework (Posted on Canvas by 2/17): Experiential Exercise 2A.
February 10	<ul style="list-style-type: none"> • Learning Group Discussion Points: In the first 15 minutes of class, join your learning groups, and proceed to each of the discussion points listed on the flip charts posted around the classroom. As a group, form a group reply, and write your response on the flip chart paper. Make sure you identify your response by

	<p>your group name. Also, check-off the members of your group who are present in class and helped formulate the group's response on the roster posted next to each flip chart. If a group member leaves class, is absent, or did not help the group formulate the group's reply, do not mark them on the roster. Marking group members on the roster when they did not contribute will result in "0" points for everyone in an offending group.</p> <ul style="list-style-type: none"> • Chapter 3 (The External Assessment) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 2/17): Read Chapter 4: The Internal Assessment. • Individual Homework: (Posted on Canvas by 2/24): Assurance of Learning Exercise 3D. • Group Experiential Exercise/Homework (Posted on Canvas by 2/24): Experiential Exercise 3A.
February 17	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 4 (0.50 points): In the first 15 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapter 4 (The Internal Assessment) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 2/24): Read Chapter 5: Strategies in Action. • Individual Homework: (Posted on Canvas by 3/3): Assurance of Learning Exercise 4C. • Group Experiential Exercise/Homework (Posted on Canvas by 3/3): Experiential Exercise 4B.
February 24	<ul style="list-style-type: none"> • Learning Group Discussion Points: In the first 15 minutes of class, join your learning groups, and proceed to each of the discussion points listed on the flip charts posted around the classroom. As a group, form a group reply, and write your response on the flip chart paper. Make sure you identify your response by your group name. Also, check-off the members of your group who are present in class and helped formulate the group's response on the roster posted next to each flip chart. If a group member leaves class, is absent, or did not help the group formulate the group's reply, do not mark them on the roster. Marking group members on the roster when they did not contribute will result in "0" points for everyone in an offending group. • Chapter 5 (Strategies in Action) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 3/3): Read Chapter 6: Strategy Analysis and Choice. • Individual Homework: (Posted on Canvas by 3/10): Assurance of Learning Exercise 5D. • Group Experiential Exercise/Homework (Posted on Canvas by 3/10): Experiential Exercise 5A.

<p>March 3</p>	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 6 (0.50 points): In the first 15 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapter 6 (Strategy Analysis & Choice) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 3/10): Read Chapter 7: Implementing Strategies: Management and Operations Issues. • Individual Homework: (Posted on Canvas by 3/24): Assurance of Learning Exercise 6E. • Group Experiential Exercise/Homework (Posted on Canvas by 3/24): Experiential Exercise 6A.
<p>March 10</p>	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 7 (0.50 points): In the first 15 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapter 7 (Implementing Strategies: Management & Operations Issues) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 3/24): Read Chapter 8: Implementing Strategies: Marketing/Finance/R&D/MIS. • MIDTERM EXAM (CHAPTERS 1-6, 45 MULTIPLE-CHOICE AND TRUE-FALSE QUESTIONS, AND 90 MINUTES TO COMPLETE THE EXAM. • Individual Homework: (Posted on Canvas by 3/31): Assurance of Learning Exercise 7C.
<p>March 24</p>	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 8 (0.50 points): In the first 15 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapter 8 (Implementing Strategies: Marketing, Finance/Accounting, R&D, and MIS Issues) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 3/31): Read Chapter 9: Strategy Review, Evaluation & Control. • Individual Homework: (Posted on Canvas by 4/7): Assurance of Learning Exercise 8A. • Group Experiential Exercise/Homework (Posted on Canvas by 4/7): Experiential Exercise 8B.
<p>March 31</p>	<ul style="list-style-type: none"> • Learning Group Discussion Points: In the first 15 minutes, flipcharts will be posted around the classroom. As a group, form a group reply, and write your response on the flip chart paper minutes of class, join your learning groups, and proceed to each of the discussion points listed on the flip. Make sure you identify your response by your group name. Also, check-off the members of your group who are present in class and helped formulate the group's response on the roster

	<p>posted next to each flip chart. If a group member leaves class, is absent, or did not help the group formulate the group's reply, do not mark them on the roster. Marking group members on the roster when they did not contribute will result in "0" points for everyone in an offending group.</p> <ul style="list-style-type: none"> • Chapter 9 (Strategy Review, Evaluation, and Control) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 4/7): Read Chapter 10: Business Ethics/Social Responsibility/Environmental Sustainability • Group Experiential Exercise/Homework (Posted on Canvas by 4/14): Experiential Exercise 9A.
April 7	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 10 (0.50 points): In the first 15 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapter 10 (Business Ethics, Social Responsibility, and Environmental Sustainability) Concepts: Lecture/Class Discussion/Class Exercises. • Homework: (Due at the start of class on 4/14): Read Chapter 11: Global and International Issues. • Individual Homework: (Posted on Canvas by 4/21): Assurance of Learning Exercise 10B. • Group Experiential Exercise/Homework (Posted on Canvas by 4/21): Experiential Exercise 10B.
April 14	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 11 (0.50 points): In the first 15 minutes of class, there will be a five question T/F and/or multiple-choice quiz. If a member of the group does not directly participate in answering quiz questions, do not include their name on the answer sheet. Adding people who are not present is a dishonest act and will affect the group's grade in the form of "0" points for the quiz. • Chapter 11 (Global & International Issues) Concepts: Lecture/Class Discussion/Class Exercises. • Individual Homework: (Posted on Canvas by 4/28): Assurance of Learning Exercise 11A. • Group Experiential Exercise/Homework (Posted on Canvas by 4/28): Experiential Exercise 11A.
April 21	<ul style="list-style-type: none"> • Up to Three MBA Student MICA Business Case Discussions.
April 28	<ul style="list-style-type: none"> • Up to Three MBA Student MICA Business Case Discussions.
May 5 (2-hours only, 3:30-5:30 pm)	<ul style="list-style-type: none"> • FINAL EXAM • MBA Discussions Reflection Paper posted to Canvas by today.