COURSE SYLLABUS
BUS 2980W-01 BUSINESS POLICIES & STRATEGY
NOTRE DAME DE NAMUR UNIVERSITY

Semester: Spring 2014
Day/Time: Monday & Wednesday, 2:00 p.m. – 3:15 p.m.
Location: Cuvilly 1
Instructor: Don Campodonico
Office: Cuvilly 20
(650) 508-3629 (at NDNU)
donc@ndnu.edu

Prerequisites: Completion of all major Core coursework

Office Hours: 1:00 – 1:45 p.m. Monday and Wednesday; TTH 10:45- 11:30 a.m. …& by appointment

Course Description: This is a capstone course that integrates the skills and knowledge attained through your pre-requisite and core business course work. This course is designed to provide students with insight into the strategic management process, and introduces students to the concepts of leadership, ethics and strategy implementation. The course will utilize a number of methods to accomplish the course objectives including formal lectures, group assignments, case study and a computer simulation aimed at ensuring each student leaves the class with an appreciation for the complexities of developing and executing a strategy.

Undergraduate Program Learning Outcomes

- PLO#1. Acquire and demonstrate analytical and problem solving skills within various disciplines of business—accounting, economics, finance, management and marketing.
- PLO#2. Learn to describe, discuss and analyze current events in American business with attention to the global, social and ethical dimensions of events.
- PLO#3. Acquire the communication, research and technological skills needed to analyze a business situation (problem and/or opportunity), and prepare and present a management report
- PLO#4. Engage in at least one internship or service learning experience to demonstrate relevancy of foundational and theoretical knowledge of their academic major and to gain career related experiences
- PLO#5. Develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds
The key course objectives include the following and support the identified PLO:

- Understand the methods of developing an integrated business strategy and the elements of a strategic management process including: **(PLO #1 & #3)**
  - Evaluating the external environment (general, industry and competitive) as part of situational analysis
  - Recognizing the implications of how a business’ resources, capabilities and value chain facilitate or inhibit a firm’s ability to execute a strategy
  - The objectives of the five generic business level strategies and recognize the value chain and organizational environment necessary to successful implement
  - Recognize the role of cooperative strategies and mergers and acquisitions play in strategy implementation
  - Appreciate the role of leadership and building an organizational environment play in strategy implementation

- Project and develop a professional demeanor in classroom discussions and presentations, written examinations and case analysis. **(PLO #3)**

- Take a top management perspective in the evaluation of complex case studies, suggest and defend positions, apply management theory and recognize an organization and its issues as a total system. **(PLO #1)**

**Text:** The primary text for this class is bundled under the following

- Xanedu Digital Course Pack #463690 (purchased directly from Xanedu)


- Suggested Outside Readings (reference the Moodle site for listing)

About the Instructor

I joined the part-time faculty at NDNU in 1993, and I am currently a full time adjunct faculty member at the School of Business and Management. I also provide consulting services in the areas of Operations/Manufacturing and Human Resources. From 1998 through the fall of 2001, I was the Vice President of Human Resources with Inhale Therapeutic Systems (now Nektar Therapeutics) in San Carlos. Prior to Inhale, I spent eleven years with Octel Communications Corporation where I was the Sr. Vice President of Operations, which included Manufacturing, Order Management, Corporate Quality and Information Technology. Because of Lucent Technologies’ acquisition of Octel in September 1997, my last role at Octel was directing the integration of Octel into Lucent Technologies. Prior to Octel, I spent nine years at ROLM Corporation where my last role was Vice President of Operations.

The majority of my career has been in Operations, specifically, manufacturing, information systems, and quality, and have operated in a senior management capacity for 21 of my 29 year business career. In addition to my business career, since 1983 I have taught management classes at Saint Mary’s College, Golden Gate University and NDNU. I received my undergraduate and MBA degrees from San Francisco State University.

Grading Criteria...The course grade will be based upon the distribution described below:

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Written Assignments</td>
<td>40% of Grade</td>
</tr>
<tr>
<td>Group Assignments (Oral &amp; Written)</td>
<td>20% of Grade</td>
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<tr>
<td>Quizzes &amp; Mid-Term</td>
<td>20% of Grade</td>
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<tr>
<td>Glo-Bus Simulation</td>
<td>20% of Grade</td>
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<tr>
<th>Total %</th>
<th>Final Grade</th>
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<td>&gt; 95%</td>
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<td>90 - 94.9%</td>
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<td>86.67 - 89.9%</td>
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<td>80 – 83.33%</td>
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<td>76.67 - 79.9%</td>
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<td>73.34 – 76.66%</td>
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<td>70 – 73.33%</td>
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<td>&lt; /= 59.9%</td>
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Workload

In addition to class attendance, every class at NDNU includes assignments estimated to take approximately six or more hours per week outside of class. The distribution of average weekly hours of instruction and study for this class will, for the most part follow that norm, although this is a rigorous course and likely will require more time outside of class.

<table>
<thead>
<tr>
<th>Distribution of Average Weekly Hours of Instruction and Study = 10 hours per week</th>
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<tbody>
<tr>
<td>Class Contact Hours</td>
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<tr>
<td>Text Reading/Notes</td>
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<tr>
<td>Written Assignments</td>
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<tr>
<td>Group Work (Glo-Bus; Oral Presentation; Final Case Study)</td>
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<tr>
<td>Prep for quizzes</td>
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<tr>
<td>Total Number of Hours for this course:</td>
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COURSE STRUCTURE AND FORMAT

This class is a capstone course and seminar; therefore, students provide substantial classroom input derived from readings, your individual research, case analysis, your work and organizational experiences and current events in business. My role will be to utilize lecture, ask questions, expand upon thoughts, agree or disagree to stimulate dialogue.

A typical class will likely include elements of formal lecture associated with assigned readings or related topic on strategy, student/group presentations on chapter readings and/or selected assignments, and discussion of relevant activities happening in the business world.

**There is work to be done in this class; as seniors you are expected to participate actively, read all assignments thoroughly, and be fully prepared to discuss cases, current business events and related topic areas.** The workload in this class is commensurate with a capstone course; in short, you will be busy throughout the semester.

I am looking forward to, and indeed expect, active involvement by all. Each of us has a responsibility to bring to class our views on the issues discussed in class and the effects of current events on the topics reviewed. We’ll all have fun…as long we’re all actively engaged. So, let’s have fun!!

Moodle: Moodle, a Course Management System, contains material that is important to you. You should access it periodically to review pertinent information for each class session. Items posted to the site will include supplemental materials associated with each week’s discussion topic along with Power Point slides used, in part, in our class.
discussion.

Access this site via: http://sbmonline.ndnu.edu. You should utilize your NDNU email and password to access the site. Once logged on, you merely need to double click on the BUS-2980W-01 link.

I hope you will find Moodle useful to your learning experience.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussion</th>
<th>Reading Assignment</th>
<th>Quizzes &amp; Oral Presentations</th>
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<tbody>
<tr>
<td>January 8</td>
<td>Course Syllabus Overview of Strategy</td>
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<tr>
<td>January 13</td>
<td>Strategic Planning Process</td>
<td>Chapter 1; Porter Strategy Article; SOR # 1, 2 &amp; 3</td>
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<tr>
<td>January 15, 22 &amp; 27</td>
<td>External Analysis</td>
<td>Chapter 2 SOR # 4 &amp; 5</td>
<td>Group #1 Oral 1/22/14</td>
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<td>January 20</td>
<td>Martin Luther King Holiday</td>
<td>Martin Luther King Holiday</td>
<td>Martin Luther King Holiday</td>
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<td>January 29</td>
<td>Glo-Bus Overview</td>
<td>Glo-Bus Participants Guide</td>
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<tr>
<td>February 3, 5 &amp; 10</td>
<td>Internal Analysis Financial Analysis &amp; SWOT</td>
<td>Chapter 3 SOR # 6,7 &amp; 9 Ref: Moodle Tool SOR # 8 &amp; 10</td>
<td>Quiz Chapters 1 &amp; 2 on 2/3/14 Group #2 Oral 2/5/14 Group #3 Oral 2/10/14</td>
</tr>
<tr>
<td>February 12, 19, &amp; 24</td>
<td>Business Level Strategy</td>
<td>Chapter 4</td>
<td>Quiz Chapter 3 2/12/14 Group # 4 Oral 2/19/14</td>
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<td>February 17</td>
<td>President’s Day Holiday</td>
<td>President’s Day Holiday</td>
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<td>February 26</td>
<td>Mid-Term Exam</td>
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<td>March 3 – 7</td>
<td>Spring Break</td>
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<td>March 10</td>
<td>J &amp; J Case Discussion</td>
<td>J &amp; J Case Discussion</td>
<td>J &amp; J Case Discussion</td>
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<tr>
<td>March 12 &amp; 17</td>
<td>Mergers and Acquisitions</td>
<td>Chapter 7 SOR # 11 &amp; 12</td>
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<tr>
<td>March 24 &amp; 26</td>
<td>Cooperative Strategy</td>
<td>Chapter 9</td>
<td>Group # 5 Oral 3/24/14</td>
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<td>March 31 &amp; April 2</td>
<td>Organizational Structure &amp; Control</td>
<td>Chapter 11 SOR # 15</td>
<td>Quiz Chapters 7 &amp; 8 4/2/14</td>
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<td>April 7</td>
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<td>April 9 &amp; 14</td>
<td>Strategic Leadership</td>
<td>Chapter 12 SOR # 15</td>
<td>Group # 6 Oral 4/9/14</td>
</tr>
<tr>
<td>April 23</td>
<td>ETS Exam</td>
<td>ETS Exam</td>
<td>ETS Exam</td>
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Schedule of Deliverables

January 22  Assignment #1 - Company Analysis
February 3  Assignment #2 - External Analysis of J & J Electrical Contractors, Inc.
February 10 Assignment #3 - Developing and Analyzing a Strategic Group Map
February 24 Assignment #4 - Internal Analysis & Commentary of J & J Electrical
March 19  Assignment #5 - J & J Electrical Case Study Conclusion
March 26  Assignment #6 - Merger & Acquisition: An Example
April 7    Assignment #7 - Expresso Espresso Case Study
April 14  Assignment #8 - Restaurant Observation Activity

Reading Assignments: “SOR” refers to the Suggested Outside Reading List which is provided on line on the class Moodle site. On occasion, your instructor will provide additional reading assignments that will be either available on-line or will be distributed in class.

Written Assignments: (40% of grade) All papers are to be type written and the School of Business and Management requires the use of The American Psychology Association (APA) publication guidelines as a standard for all papers. Try to keep your assignments concise and to the point. Focus on quality versus quantity.

LATE ASSIGNMENTS NOTE: Written Assignments are due on the date indicated. Only under the conditions outlined on page 12 of this syllabus, will a late paper be accepted without a deduction. Absent any condition detailed on page 12, under no circumstances will a late paper be accepted if not received by the next class session after the due date. A deduction of one full grade will be applied to any late assignment.

The grading criteria for each assignment will be based upon two components, 1) content and the application of the various business disciplines you have been exposed to during your tenure at NDNU, and 2) the quality of your writing. In the latter case, the following seven areas will be addressed as part of the writing component:

<table>
<thead>
<tr>
<th>Areas to be Evaluated</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Adherence to APA format</td>
<td>The quality of the paper’s organizational structure overall fluency in support of the purpose of the paper.</td>
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<tr>
<td>2. Cogency</td>
<td>The depth of critical thought about the topic and its implications.</td>
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<tr>
<td>3. Analytical Complexity</td>
<td>The extent to which the paper’s assertions are supported by sufficient textual evidence, examples, data and reasoning.</td>
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<td>4. Supporting Evidence</td>
<td>“Diction” is the choice of words, the tone and the style that is appropriate for the intended audience. “Clarity” is the logical, unambiguous and precise use of language.</td>
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<td>5. Diction and Clarity</td>
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There is a purpose behind each of the assignments. They are designed to apply some of the strategic concepts discussed in class or to expose you to situations that require you to draw conclusions, make recommendations and decisions. Whichever the case, the need to think critically is essential. On that note, the expectation is that you will use a disciplined approach on your assignments, that is, gather and assess data, as applicable, from observation, experience, and research, evaluate alternatives and decide. If you take these assignments seriously, you will learn a lot about strategy and yourself.

Assignment #1: (25 points) Select a small or mid-cap firm you find interesting. Do some research on that firm...specifically, what is their industry, provide a brief corporate history, whom do they compete, what is their vision and mission….can you get a sense of their key objectives. How have they been performing…are they making money. Any recent strategic moves, e.g. an acquisition, re-structuring etc. Nothing too dramatic for this first assignment. (Length: 3-4 pages excluding appendices and works cited.)

Assignment #2: (50 Points) Using the J& J Electrical case study from your Xanedu digital text, complete an external analysis that MUST include both a general environmental and industry assessment using Michael Porter’s Model Five-Force Competitive Model. You should 1) describe the electrical contracting industry as best you can, 2) address the general environmental areas (e.g. technology, legal, economic etc.), and 3) use Porter’s Model to assess the relative strength of each competitive force, and conclude if the industry will contribute above average, average or below average profits. You should refer to the SOR, your notes from our in-class discussion and your text to guide your analysis. (Length: 3-5 pages excluding appendices and works cited if applicable.)

Assignment #3: (25 Points) Create a strategic group map of an industry that you find interesting. Remember, you are grouping firms that compete similarly. When constructing your group map remember to select characteristics for your 2X2 matrix that are not correlated to one another. For example, price vs. product breath, or price/Quality vs. Geographical Coverage. Once constructed, prepare a 2-3 page report (excluding appendices and work cited) relative to the group map. What does the map tell you? Are the circles close to one another; if so, what does that mean to you? Do you think some “areas” on the map are more attractive from a profitability standpoint? Why do you think so? If you can, try to identify any conclusion you might draws from movement that appears to be occurring that might cause another firm in another group to respond and give your best assessment of how you believe that movement might affect the competitive landscape. (Note: no hand drawn group maps will be accepted.)
Assignment #4: (50 Points) Perform an Internal Analysis of J & J Electrical Contractors from your case study document. See the case study guideline for specific information on this assignment. With regards to the financial analysis, you should include common size income statements and an evaluation of key financial ratios. In the latter case, you should evaluate the last two years to allow you to compare and to develop some trends. Clearly, any additional commentary would be appropriate. (Ref Moodle tool, Table 4-1 of your text for guidance). (Length: 5-7 pages excluding tables, charts, appendices, work cited etc.)

Assignment #5: (50 points) J& J Electrical Contractors Case Study. The specifics detailing the scope of this portion case study assignment is provided in a separate handout that is available on Moodle. (Length: 4-8 pages excluding appendices and works cited.)

Assignment #6: (25 Points) We have just completed a relatively in depth discussion of mergers and acquisitions. To that end, choose a merger or acquisition that interests you. Try to find out what business issues drove the merger/acquisition. Analyze it in accordance with the reasons discussed in class. Was it a cash, stock or cash & stock transaction? Has it proved successful? If not, why not? (You are likely to find data written by industry analysts doing “post-mortems”. Do you think it made sense from a strategic standpoint? This is research assignment, so have some fun with this one. (Length: 3-5 pages excluding appendices and works cited.)

Assignment #7: (50 Points) Expresso Espresso Case Study
Specifications details surrounding this case study are provided in a separate handout that is posted on Moodle. (Length: 8-10 pages excluding appendices and works cited.)

Assignment #8: (50 points) This is an observation exercise. Your task is to observe people doing their jobs and 1) identifying role differentiation, 2) seeing how tasks are coordinated, 3) determining what technology is used to facilitate work and 4) how are all stakeholders responding to the process. You should then identify any problems/issues and make specific recommendations on how to improve efficiency or effectiveness.

Your observation exercise is to visit a restaurant or fast food joint of your choice (including the campus cafeteria) and observe. Using your knowledge of organizational structure gained in BUS 2000 and our discussion of organizational design, (strategy drives structure) how do these firms break down (differentiate) their main objective into specific jobs and roles. Likely, each firm will differ in the mechanisms they use to integrate the roles into a completed product. Much of the differentiation/integration pattern at a fast food restaurant is in plain sight to a customer, if that customer is a knowledgeable organizational observer (which you are).

You do not need to interview anyone. In fact, you should base your paper only on what you observe. (Length: 3-5 pages excluding appendices and work cited.)
Group Assignments: (20% of grade) There are two (2) types of group assignments. First, a short (20-30 minute) oral presentations that are specifically tied to chapter readings from the text combined with the Suggested Outside Readings (SOR) or the assignment due that session. Second, an integrated case study document combined with an oral presentation that will be completed in lieu of a final exam.

In the case of the first component, each student will be assigned to a small group 3-4 students. It is anticipated that each group will conduct one or possibly two oral presentations during the semester related to the assigned reading or related topic. That presentation should be done utilizing Power Point, should be professionally conducted where opportunities for class interaction is encouraged. This presentation would represent the group’s combined views of either the chapter reading/SOR or the assignment that was scheduled for submittal that day. Your instructor will provide guidance in advance. Providing handouts for your fellow students is appropriate. Each oral presentation will receive a maximum of twenty-five (25) points.

The evaluation of oral presentations will utilize the following rubric:
- Content: topic depth, relevancy, comprehensiveness, accuracy
- Structure: agenda & introduction, organized, clear, integrated
- Style/Presentation/Appearance: appropriateness, gestures, voice, use of jargon
- Visual Aids: Appropriate use, profession in context and style, ease of reading

In terms of the second component, that same group will submit an integrated written case analysis and present their findings on our assigned “Final Exam day”, Tuesday, April 29, 2014 from 2 p.m. to 4:30 p.m (150 points). (This is in lieu of a final exam!!!) The structure of the integrated paper and the presentation will be detailed in a separate case guide.

Quizzes & Mid-Term: (20% of grade) I anticipate there will be three (3) quizzes planned for this course as well as a mid-term. Although there could be a surprise fourth quiz. The quizzes are not intended to force memorization, indeed this is discouraged; they will be more application driven questions. The quizzes will be based upon chapter readings and SORs combined with in class lecture/discussion. The quizzes will likely consist of both an objective section (i.e. multiple choice) and possibly a short essay questions. The same holds true for the mid-term.

Glo-Bus Computer Simulation: (20% of grade) Glo-Bus is a competition-based simulation that is modeled to mirror the real-world characteristics of the digital camera industry. It is designed around a global industry setting characterized by fast growth, worldwide use of the product, and multiple competitors employing varying strategic approaches.

Each of you will be part of a senior management team tasked with developing and implementing a successful strategy that will be measured by the following five (5) metrics: 1) earnings per share (EPS), 2) return on stockholders’ equity (ROE), 3)
stock price, 4) credit rating and 5) your corporate brand/image. This combined with Overall Investor Confidence will determine the simulation winner. A separate handout (also provided on Moodle for this course) details the simulation in more detail along with a detailed schedule of events associated with completing the simulation.

Your **individual grade** in the simulation will be based upon the following:

1) your score on Quiz #1 of the simulation  
2) your score on Quiz #2  
3) your team’s performance against your three-year strategic plan  
4) your company oral presentation at the conclusion of the simulation  
5) your companies overall performance in the simulation as detailed in the criteria defined. **The latter component carries the greatest weight.**

A separate GLO-BUS handout will be available to you in hardcopy on the first day of class and will be posted on Moodle as well.

**BUS 2980....Guidelines on Case Study Analysis**

Case study as a learning tool is a proven method of increasing a student’s appreciation of the complexities of running a business. The desired outgrowths of this method are to 1) increase your skills at focusing what’s relevant and important, 2) broaden and improve your critical thinking skills by developing and evaluating alternative solutions, 3) apply techniques learned from previous courses, and 4) make decisions.

There will be four opportunities to utilize elements of the case study method; these are assignments 2, 4, 5 & 7, although there will be two assignments related to J & J Electrical that will precede the final component of that case study.

The length of each case study segment or case study analysis will be determined by you but experience suggests that the typical case study assignment would be in the 8-12 page range excluding appendices. In the case of J&J Electrical, since we are segmenting this assignment, it’s likely the total work product of these assignments will exceed 8-12 pages. Keep in mind that all of the issues, ideas and recommendations you address must be clearly stated and supported with relevant data. Again, the format is essay, consistent with APA format.

In terms of how to approach case analysis, here are a few helpful hints. First, read the case to get a general sense of what is going on. Then re-read the case making notes or highlighting those areas you identify as significant. The format detailed on page 12, should give you a sense of the pertinent items to note/highlight. From there, you should begin to outline your report and begin writing. Depending upon the assignment, you may need to detail how to address the key issues. If that is the case, you must provide supporting evidence. The following is one case format that you might find useful from a structure and flow standpoint. Note: To reiterate, not all case assignments will require this type of format or approach.
Case Format: An Example

- Title/Cover Page

- Case Introduction...Detail the critical facts of the case, along with a brief background of the company and the industry.

- Situation Analysis...In this section your objective is to understand all of the external and internal points that are relevant, which in the end will suggest areas of opportunity and potential threats.

Here is a guideline on how you might segment your Situational Analysis:

I. External Environment…This section attempts to evaluate the situation based upon an analysis of those key areas affecting the firm from the outside the firm. You should utilize the tools and techniques discussed in Chapter 2 of your text as well as SORs to complete this portion of your analysis.

II. Internal Analysis – In this section you should focus on 1) identifying the tangible and intangible resources that the firm possesses, 2) determine the capabilities they possess as a result of integrating these resources, and 3) determine if any of these capabilities pass the test as being viewed as a core competency that might position the firm to exploit a market opportunity or attack a competitor. The internal analysis is essential in determining the firm’s strengths and weaknesses.

* If applicable, you are encouraged to complete a thorough financial analysis from data available in the case or financial data from external sources. Typically, this analysis will include liquidity, profitability, activity and leverage ratios (as appropriate) with a qualitative assessment of those ratios. This should assist you in your strategy formulation.

III. SWOT (Strengths, Weaknesses, Opportunities and Threat) Assessment...Once you have completed your situation analysis; you should summarize your findings in the form of a SWOT assessment. You are encouraged to use a simple 2 X 2 matrix to summarize your assessment. The level you wish to expand on your observations is up to you.

IV. Major Issues: You should describe the current state of each major issue/problem/situation and present your thoughts on what should be done. Obviously, whatever you suggest must rectify the problem, benefit the company and presumably improve the situation. Moreover, you must address how you would implement the suggested “fix”. It goes without saying that your recommendations must have supportive evidence otherwise there would be no basis for your recommendation beyond opinion.

Your recommendations must be plausible!!! You cannot just e.g. “fire everyone” which would likely not be a logical approach.
Opportunities for Extra Credit

Extra credit can be gained in several ways. If the School of Business & Management hosts either the Distinguished Speaker Series or a similar business discussion, attendance at these events will earn extra credit toward your homework assignment grade. **To receive the Extra Credit, you 1) must attend the event, and 2) complete and submit a 1-2 page summary of the speaker’s presentation or panel discussion and identify any particular areas you felt were significant to you.**

Other opportunities to gain extra credit are 1) participation in the BIZ Club…this will provide valuable insights to various business and career issues that will benefit you over the long term, and 2) occasional extra assignments at the discretion of the instructor.

ETS Exam

On Wednesday, April 25, 2014, we will conduct a **2-hour** on-line Major Field Test (MFT) in business under the auspices of the Educational Testing Service in Princeton, New Jersey. The purpose of the test is part of the School of Business’ on-going process of attaining accreditation by the ACBSP (Association of Collegiate Business Schools and Programs). Our goal is to collect data, create a metric, and facilitate curriculum enhancement. **This exam will not count toward your final grade; although you WILL receive extra credit points based upon your score in the exam…SO TAKE IT SERIOUSLY.** Consider this activity part of an ongoing assessment of the business curriculum at NDNU and our efforts toward continuous improvement. The exam will likely be held in either the GIS or PC lab at a time convenient for all of us.

Your help in this effort is greatly appreciated by Dean Brewer, Dr. Verma, and me.

Exceptions for Missed Assignments, Quizzes and Examinations

The only exceptions for a missed assignment, quiz or exam are:

1) A sanctioned NDNU activity that would take you away from the campus at the time a quiz is scheduled. This includes, for example, an athletic contest, a meeting or conference of some other extracurricular activity, or a field trip for another course. If you will miss a quiz, you should submit written notice in advance from the Director of Athletics or from the appropriate NDNU faculty member or staff member who is sponsoring other types of absence. You can give homework assignments in advance to another class member who will/could turn them in on your behalf.

2) A true medical emergency for you or for a direct member of your family. This does not apply to a pre-scheduled appointment for yourself or another person. To turn in a missed assignment or take a missed quiz you should submit a written statement of the event from a medical professional.

3) Other overwhelming circumstances for which you will provide written explanation for consideration by the instructor. Illness that requires no medical attention does not qualify.
**Learning and Other Disabilities**
If you have a learning disability or other condition or circumstances that require accommodation in this class, you must bring it to the instructor’s attention as soon as possible. Appropriate accommodations (evidence of a disability must be in writing) can be written through the Office of PASS. Please contact Peggy Koshland-Crane at 508-3670. The office is in St. Mary’s, Room 107.

The PASS office will provide students with letters to each instructor specifying the accommodations.

**Privacy and Confidentiality**
One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

**Plagiarism**
It is imperative that all work submitted be an accurate reflection of your work. If you do incorporate the words or ideas that do not represent your own (which is entirely normal), you must cite all relevant sources and clearly detail to which the sources were used.

**Bottom line, plagiarism will not be tolerated in this class. Any work that does not reflect your work without appropriate endnotes will be given a grade of F. Further action as defined in the Student Handbook is possible. See my note below.**

**Per the Student Handbook plagiarism is:**
“The inclusion of someone else’s product, words, ideas or data as one’s own work. Examples of plagiarism include the taking of any portion of a document, article or book and representing it as one’s own work; the lifting of a well-phrased sentence(s) and including such sentence(s) without crediting the author; including another person’s ideas as an example of one’s own work. Plagiarism includes using unpublished work as well as published sources; using another’s term paper; handing in work that was taken from a paper purchased from an individual or agency, including internet services.”

Please refer to the Student Handbook regarding the consequences of misrepresenting your work.

**Final Note: This course syllabus and schedule are subject to change in the event of extenuating circumstances.**
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