

The University of Texas at Dallas
Jindal School of Management
Executive MBA

FALL 2016 COURSE SYLLABUS

COURSE INFORMATION

Number & Section	BPS 6310.X02
Title	Business Policy and Strategy (Strategic Management)
Term	Fall 2016
Dates	10 class sessions

PROFESSOR INFORMATION

Professor	Dr. Mike Peng, Jindal Chair of Global Strategy
Email address	mike.peng@utdallas.edu
Office Phone	(972) 883-2714
Office Location	JSOM 4.404
Office Hours	By appointment

COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS

Current enrollment in the EMBA program.

COURSE DESCRIPTION

This course focuses on the strategic challenges confronting firms that compete in the global economy. A firm's strategy is its "theory" of how to gain competitive advantage and compete successfully in the marketplace. Strategic management is the process that managers, especially executives, develop and implement a firm's strategy. Our objective is to have an enhanced understanding of the most fundamental question in strategic management: ***What determines the success and failure of companies around the world?***

STUDENT LEARNING OBJECTIVES/OUTCOMES

Positioned in the heart of the EMBA curriculum (both content- and timing-wise), this course directly contributes to the core mission of our EMBA program—fostering an ***executive mindset***. It helps you develop the following perspectives:

- A ***strategic*** perspective: We will help you develop a firm-level policy formulation and implementation orientation, as opposed to a functional, project-level focus found in other tactical courses. Our first key word, naturally, is ***strategic***.
- An ***analytical*** perspective: Develop an ability to draw on three leading perspectives in strategy—namely, industry-based, resource-based, and institution-based views—to perform deep analysis underpinning strategic decisions.
- A ***business-as-a-system*** perspective: Develop a deep understanding of the interconnectedness of internal organizational components and external environment elements on a worldwide basis. Globalization, business ethics, corporate governance, and social responsibility are crucial components of this perspective.

- A **worldly** perspective: Our second key word is **global**. A hallmark of this course is that it is not US-centric. In addition to studying US-based firms, in case studies, we will be investigating organizations headquartered in Brazil, China, France, Germany, India, and Ireland doing business in a variety of host countries around the globe. We will be studying a global market-leading textbook studied by your competitors in over 30 countries, who want to eat your lunch. So be serious, work hard, and work smart!
- A **managing-for-change** perspective: The only constant in the global economy seems to be change. As EMBA students, you will need to embrace and take advantage of change. Such change is often fostered by debates. We will be engaging in a series of cutting-edge debates. Debates are both exciting yet uncertain. It is imperative that you be knowledgeable about different sides of these debates, form your own views, and be prepared to embrace change unleashed by these debates.

Of course, we will also help you develop a collaborative-leader perspective as outlined in the EMBA mission statement. But most courses do that, so that will not be a point of our differentiation here.

REQUIRED TEXTBOOKS AND MATERIALS

Required Readings:

- 1 M. W. Peng (2017). *Global Strategy*, 4th ed., on MindTap. Boston: Cengage Learning. (a complete digital book)
 2 Packet (7 additional readings)

Other Materials: Other class materials such as lecture slides are available on eLearning.

ASSIGNMENTS & ACADEMIC CALENDAR

(For the 2 x 1p individual HARDCOPY papers: Choice 1: 1 case + 1 debate OR Choice 2: 2 debates)

Class Session 1	Friday, September 9 (AM)
Topic(s)	Introduction / Ch 1: Strategizing around the globe
Case <i>(Note: In the book unless noted as "PACKET").</i>	The Guns of August 1914 (PACKET) <ol style="list-style-type: none"> 1. What exactly is strategy? 2. What were the main characteristics of the French and German strategies in 1914? 3. What were the strong points in these strategies? The weak points? What should have been done differently? Why? 4. What principles of strategy do the success and failure of each side suggest?
Chapters	Ch 1: Strategizing globally
Additional reading	A. G. Lafley, 2009, What only the CEO can do, <i>Harvard Business Review</i> , May: 54-62 (PACKET)
In-class exercise	What is your company's strategy? What is its "official" mission statement?
Debate to be presented	Strategy as plan versus strategy as action (Ch 1)
Class Session 2	Friday, October 7 (PM)
Topic(s)	Ch 2: Managing industry competition / Ch 3: Leveraging resources and capabilities
Case <i>(Note: In the book unless noted as "PACKET").</i>	Ryanair (Integrative Case 15) JESSE <ol style="list-style-type: none"> 1. From an industry-based view, assess the strength of the five forces and determine the extent to which Ryanair is positioned against those forces. 2. From a resource-based view, what explains Ryanair's success?

	<ol style="list-style-type: none"> 3. From an institution-based view, assess the opportunities and threats presented by the current and future institutional environment (both formal and informal). How should Ryanair proceed? 4. What is your evaluation of the proposal that Ryanair offer free flights in perpetuity? Draw on the three views in your answer. 5. ON ETHICS: Evaluate Ryanair's behavior, especially in light of the questionable practices discussed in the case. What changes, if any, would you recommend to CEO Michael O'Leary?
Chapters	Ch 2: Managing Industry competition Ch 3: Leveraging resources and capabilities
Debate to be presented	Firm-specific versus industry-specific determinants of performance (Ch 2 and 3).
Class Session 3	Friday, October 21 (AM)
Topic(s)	Ch 4: Emphasizing institutions, cultures, and ethics
Case <i>(Note: In the book unless noted as "PACKET").</i>	<p>Case: Bank of America's corporate social responsibility and the Occupy Wall Street movement (Integrative Case 25) DIANA</p> <ol style="list-style-type: none"> 1. ON ETHICS: Despite such significant contributions to CSR causes, why is Bank of America so resented, not only by the Occupy Wall Street crowd but also by large segments of the general public? 2. ON ETHICS: Did or should Bank of America communicate to the Occupy Wall Street crowd about its CSR work? 3. ON ETHICS: What should Turner and Smith recommend to the board?
Chapters	Ch 4: Emphasizing institutions, cultures, and ethics
Debate to be presented	Pick anything from Ch 12 on corporate social responsibility
Bonus talk	How history can inform the debate on intellectual property
Additional reading	M. W. Peng (2013), An institution-based view of IPR protection, <i>Business Horizons</i> (PACKET).
Class Session 4	Friday, October 21 (PM)
Topic(s)	Ch 6: Entering foreign markets
Case <i>(Note: In the book unless noted as "PACKET").</i>	<p>Case: Texas Instruments in South Korea (Integrative Case 19) RUCHIKA</p> <ol style="list-style-type: none"> 1. What opportunities does the Korean tablet initiative provide for TI? 2. How can TI effectively communicate the value of its education solutions to its Korean constituents? 3. How can TI ensure that its products have all of the attributes necessary to meet the needs of the Korean education system? 4. What would make a Korean decision maker feel comfortable to recommend TI as opposed to a Korean product? <p>NEW Case: Huawei deals with liability of foreignness (Integrative case 7) SHAW</p> <ol style="list-style-type: none"> 1. In October 2012, Huawei was devastated by a US Congressional report that alleged it as a national security "concern." How does Huawei deal with such extraordinary liability of foreignness? 2. If you were a consultant, what would be your recommendations to Huawei's corporate strategy team? (Same debate as below)
Chapters	Ch 6: Entering foreign markets
Debate to be presented	Liability versus asset of foreignness (Ch 6)

Class Session 5	Friday, November 4 (AM)
Topic(s)	Ch 7: Making strategic alliances and networks work
Case <i>(Note: In the book unless noted as "PACKET").</i>	<p>Case: Jobek de Brasil's joint venture challenges (Integrative Case 20) RAMNECK</p> <ol style="list-style-type: none"> 1. How would you evaluate the IJV between Jobek and Hatteras? 2. What was the international market strategy of Jobek? And of Hatteras? 3. What are the differences between the concept of corporate social responsibility used by Hatteras and Jobek? 4. Based on your evaluation, what should Jobek do? 5. Describe Jobek's current competitive environment. What changes do you foresee in the future? How do you think they will influence Jobek?
Chapters	Ch 7: Making strategic alliances and networks work
Debate to be presented	(1) Majority JVs versus minority JVs AND/OR (2) alliances versus acquisitions (Ch 7)
Class Session 6	Friday, November 4 (PM)
Topic(s)	Managing competitive dynamics
Case <i>(Note: In the book unless noted as "PACKET").</i>	<p>Case: The antitrust case on the AT&T-T-Mobile merger (Integrative Case 21) SHAWN</p> <ol style="list-style-type: none"> 1. Defend AT&T's position as its CEO. 2. Defend this merger as T-Mobile's or Deutsch Telekom's CEO (both firms were co-defendants in this case). 3. Provide an expert testimonial as Verizon's or Spring Nextel's CEO. 4. Challenge AT&T's position as an antitrust lawyer working for the government. 5. ON ETHICS: As a party not directly involved in the case (such as a manager at another firm not in this industry or a student), what do you think is right about antitrust policy? What is wrong about antitrust policy? Why?
Chapters	Ch 8: Managing competitive dynamics
Debate to be presented	Strategy versus IO economics and antitrust policy (Ch 8)
Class Session 7	Friday, November 18 (AM)
Topic(s)	Diversifying and managing acquisitions globally
Case <i>(Note: In the book unless noted as "PACKET").</i>	<p>Case: Emerging acquirers from China and India (Ch 9 Opening Case) DUSTIN</p> <ol style="list-style-type: none"> 1. Why have M&As emerged as the primary mode of foreign market entry for Chinese and Indian MNEs? 2. Drawing on industry-based, resource-based, and institution-based views, outline the similarities and differences between Chinese and Indian multinational acquirers? 3. ON ETHICS: As CEO of a firm from either China or India engaging in a high-profile acquisition overseas, shareholders at home are criticizing you of "squandering" their money, and target firm management and unions—as well as host country government and the media—are resisting. Should you proceed with the acquisition or consider abandoning the deal? If you are considering abandoning the deal, under what conditions would you abandon it?
Chapters	Ch 9: Diversifying and managing acquisitions globally
Debate to be presented	(1) Product relatedness versus other forms of relatedness AND/OR (2) acquisitions versus alliances (Ch 9)

Bonus talk	The global strategy of emerging multinationals from China
Additional readings	<ol style="list-style-type: none"> 1. M. W. Peng (2012), Why China's investments aren't a threat, <i>Harvard Business Review</i>, February. (PACKET) 2. M. W. Peng (2012), The global strategy of emerging multinationals from China, <i>Global Strategy Journal</i>, 2 (2): 97-107. (PACKET) 3. M. W. Peng (2016), The myth behind China's outward foreign direct investment, in <i>Global Business</i>, 4th ed. Boston: Cengage Learning. (PACKET)
Class Session 8	Saturday, November 19 (PM)
Topic(s)	Governing the corporation around the world
Case <i>(Note: In the book unless noted as "PACKET").</i>	Case: Global competition in how to best govern large firms (Ch 11 Opening Case) AJAY <ol style="list-style-type: none"> 1. What are the advantages and disadvantages of the publicly listed corporation? 2. Why is there an IPO famine lately? 3. What are the advantages and disadvantages of family ownership? 4. What are the advantages and disadvantages of state ownership?
Chapters	Ch 11: Governing the corporation around the world
Debate to be presented	(1) Global convergence versus divergence AND/OR (2) state ownership versus private ownership (Ch 11)
Class Session 9	Friday, December 2 (AM)
Topic(s)	Strategizing with corporate social responsibility
Case <i>(Note: In the book unless noted as "PACKET").</i>	Case: The Wal-Mart effect (PACKET) ALEXANDER C. Fishman, 2006, The Wal-Mart effect and a decent society: Who knew shopping was so important? <i>Academy of Management Perspectives</i> , 20: 6-25. (NOTE: This article is the case) <ol style="list-style-type: none"> 1. Do you think Wal-Mart is a "problem"? Why or why not? In other words, what's wrong about Wal-Mart? Or, what's right about Wal-Mart? 2. Fishman wrote that "Wal-Mart is a creation of us and our money . . . It is also a mirror. Wal-Mart is quintessentially American" (pp. 24-25). Freeman argued that the so-called "Wal-Mart effect" has been present "since the opening of the first Wal-Mart and every other business start-up." If so, does the American style capitalism—or, if we may, capitalism broadly defined—really have a problem? 3. Critics argue that because of Wal-Mart's relentless pressure on suppliers to lower costs, Wal-Mart destroys numerous manufacturing jobs in the United States and sends jobs to countries such as China. Do you think this criticism is fair? 4. While this case focuses on the US economy, Wal-Mart is also "global," in the case that it is now the largest corporate employer and the largest retailer in both Canada and Mexico. It is also the second largest grocer in Britain. It has stores in many other countries. What is the likely Wal-Mart effect on other countries—or the global economy in general? NEW Case: Sino Iron: Engaging stakeholders in Australia (Integrative Case 10) SACHIN <ol style="list-style-type: none"> 1. If you were Hua Dongyi, Chairman of Sino Iron in Australia, how would you deal with the Australian government given its negative attitude on Chinese investment? 2. Compare CITIC's overseas project investments and operations in Africa and Australia. What are the institutional differences? How do these differences affect firm performance? 3. What liabilities of foreignness did CITIC encounter in Australia? How could these be overcome? 4. Who were the stakeholders in the Sino Iron project? How can the Chinese company

	best engage them? (Same debate as below)
Chapters	Ch 12: Strategizing with corporate social responsibility
Debate to be presented	The fundamental debate: Are stakeholders (other than those Wal-Mart deeply cares about, consumers and shareholders) have a legitimate “claim” here? (Ch 12)
Class Session 10	Friday, December 2 (PM)
Topic(s)	Case presentations: Lessons from recent projects in global strategy
Required	<ul style="list-style-type: none"> • #1 Distribute a one-page handout (maximum 12 slides, with six slides printed on one sheet on one side, double-sided printing) to the professor • #2 A hardcopy of your 10-page case write up—I prefer 2-sided printing. • Staple #1 + #2 (with #1 on top) and present to professor prior to your presentation • Email both Word and PowerPoint to my TA Joyce Wang (cxw141430@utdallas.edu), no later than midnight today. In the email subject line, please mark: “Prof Peng’s EMBA class, Group XXX: TITLE.” Please do not email the professor.

GRADING POLICIES

Grading Formula

Participation	40%
<ul style="list-style-type: none"> • Two (2) one-page <i>individual</i> papers (20% = 10% x 2) Two on debates/ethics OR one on a case (not assigned to your group) + one on a debate/ethics issue • Contributions to class discussions (20%) 	
Group presentation on a debate based on a case	20%
Term project: One (1) ten-page <i>group</i> case write-up	40%
Total	100%

Grading Criteria for Term Project

See Appendix 2

Requirement on the Use of Hardcopies to Submit Your Work

Unless otherwise noted, all graded work (one-page papers, group presentation slides, and term project papers and slides) needs to be submitted in **hardcopy** to the professor in person. In other words, please do not email me or Jeanette ahead of time—nobody has that kind of time to open, print, and bring your work to class. It is your professional responsibility to bring your hardcopy work to me in class. Also, please do not procrastinate and wait till the last minute. Printers are known to have a nasty habit of breaking down before class starts.

Individual Assignments

Two Individual 1-Page Papers (both on debates/ethics OR one on a case + one on a debate/ethics issue)

Stylistic requirements are:

- Typed, and cannot exceed one page, with one inch margin on four sides of the paper. If you have performed extensive outside research (such as most recent Internet posting), you may attach one page as an appendix, which can only be a direct printout or a spreadsheet but cannot be your write-up;
- You may present your paper in paragraph form, in which case **single space** is allowed, or in outline form as bullet points;
- The font size cannot be smaller than 10 (I am using “Calibri (body)” 11 point now);
- Submit a **hardcopy** at the **beginning** of the class—no cover page please;

- While you may form study groups to discuss these questions, the paper should be written strictly on an **individual** basis

One-Page Paper(s) on Ethics and/or Debates: Most textbooks present knowledge “as is” and ignore the fact that the field has numerous inconclusive but important debates. **Every** chapter of the **Global Strategy** text has a section on “Debates and Extensions,” some of which have significant ethical dimensions (see also the critical discussion questions on ethics in **every** chapter). Pick any one debate/ethical dilemma to write one or two papers.

You need to both summarize the debate/ethical dilemma (less than ½ page), and answer the question: **How does the assigned chapter/reading help you understand and participate in the debate?** For example, between two contrasting positions A and B, you had always intuitively supported A (before taking the class). Now you find assigned readings to intellectually support your original support for A. Or, despite your initial belief in A, through this course, you now support B. Tell us why. Be assertive. You need to show **your voice**. Specifically, it is required that you use expressions such as “I believe,” “I think,” and “I disagree.”

This assignment is to be done on an **individual** basis. A hardcopy is required at the beginning of the class when this debate is discussed.

As an expert on certain debates, **please be prepared to participate in these debates in class**. Of course, I expect everybody to have read these debates and be able to participate. But I may call on the experts, those who write the papers on these debates, to add more to our discussion.

One-Page Paper(s) on a Case: Given the space constraints, you will be better served if you focus on one or two discussion questions in this paper. Please don’t attempt to answer all discussion questions in this 1-page paper. Please select a case **not** assigned to your group for presentation.

Group Presentation: On a Debate Based on a Case

As a group, you will present a debate based on a case. It will normally be presented after the lecture is over but before the class discussion begins. You will have 15 minutes and 6 slides. Slide 1 is the mandatory title slide, with all names and emails (in alphabetical order of last names). So you really only have 5 slides. Use Slides 2 and 3 to summarize the case, and use Slides 4 and 5 to illustrate how the case illustrates a debate. It is not mandatory that all members of the group present the case.

Please note that the key is **not** to be comprehensive. The case discussion, after your presentation involving the entire class, will be comprehensive.

Do not attempt to summarize the entire case in Slides 2 and 3. Only summarize the relevant information. **Please make your slides readable**—you will lose points if classmates sitting in the back row cannot read the slides you present. Although case discussion questions are helpful, do not attempt to answer them all. The key here is to **focus** on one debate (as suggested).

You choose the most effective format to present the debate. One possibility is to have group member 1 present side A, group member 2 present side B, and then group member 3 play the role of moderator/reconciler. Alternatively, the entire group can represent side A, and engage the rest of the class as side B.

Please prepare one **hardcopy** handout (6 slides printed on 1 sheet) for the professor.

Group Project: Ten-Page Case Write-Up

This is a group-based exercise (1) to write your own case study (6-8 pages) and (2) to write your own case analysis (2-4 pages)—for **a combined total of 10 pages** excluding the title page and any attachments, such as figures, tables, appendix, and references.

Your guiding question is: "**How to solve a strategic problem in global strategy?**" The first part will be a case study focusing on a hard-to-tackle strategic problem. Examples include:

- How to profit from the global recession?
- How to divorce from our JV partner while minimizing the damage to our interests and reputation?
- How to govern a newly acquired foreign company?
- How to be socially responsible while maintaining our financial bottom line? (Example: Our company is losing money and having to lay off people, do we still want to contribute to charities?)
- How to withdraw from a foreign market?
- How should we approach business in countries in financial trouble? (Example: Assuming we're not in PIGS countries [Portugal, Ireland, Greece, and Spain] now, but now their asset prices are low and the cost for our expansion there is low. However, given their financial trouble and collapsing economy, should we avoid them or should we march in?)

Make sure you use **question marks** (?). Note these examples are not an exhaustive list.

Try to follow the format of the cases that we study during the term, give enough details on the background of the firm, and focus on a difficult decision. This part should take approximately 6-8 pages. The second part will be your analysis and recommendations to these managers in terms of how to proceed, which should take about 2-4 pages (similar to your case analysis mentioned earlier)—at least 1 page should be devoted to **recommendations**. All together, the ideal length is 10 pages, excluding attachments such as figures and tables. In terms of the attachments, please be reasonable. **Under no circumstances can the total report (all inclusive) exceed 20 pages—I will stop reading after p. 20.**

The **best** papers will show evidence of some investigative efforts—digging for more information, interviews/phone calls/emails with managers—and of synthesis and careful editing. They will also be insightful, going beyond the most obvious lessons to draw out the story behind the story.

The quality will be evaluated along content and process dimensions (60% and 40%, respectively). Careful editing and streamlining is expected. Simply “cut and paste” sections written by different coauthors will result in a very poor grade. **The grading criteria is listed in Appendix 2—pay attention!**

Outside research is expected. Please properly document your sources either in footnotes/endnotes or in APA format (that is, author name, year format, such as [Peng, 2014]) with a reference list attached at the end of your work—Please see the section on “Program Policy on Sourcing and Plagiarism” for more information.

- One inch margins should be left on four sides of the paper, and the font size cannot be smaller than 10 (I am using “times new roman” 10 point now);
- On the title page, list everybody’s name (and email) by **alphabetical** order;
- Also on the title page, include a 1-paragraph, double-spaced **executive summary** (less than 100 words);
- **Double space** your main text (references and tables can use single space)
- There is no length limitation about attachments (e.g., graphs and references). But be professional and reasonable—remember not to exceed 20 pages.

Each group will give a presentation to the rest of the class on the last day of class—**under 15 minutes with no more than 12 slides** (slide 1 will be a required title page with names and emails). In addition to the presentation, the following items are required for submission on the presentation day:

- One page handout (6 slides per sheet, printed on *both* sides of the paper, with one physical sheet) to the professor
- One hardcopy of the paper to give to the professor
- Softcopies of Word and PowerPoint files submitted to my TA

Normally, everybody in the group gets the same grade. However, if there is any significant free rider, please file a complaint against this individual—the form is posted on eLearning. Your complaint will be stronger if there are other

members in your group who also file their complaints. I will investigate and talk to that individual. Therefore, anonymous complaint cannot be entertained. You will have to report your name, and your name will be revealed to the person about whom you are complaining. Please note this complaint mechanism is totally **optional**, and I hope none will need to use it.

COURSE POLICIES

Class Participation

Since the course is built almost exclusively around the case method, attendance and participation are very important and required of each student. As in the real world, the cases are rich in detail, yet open-ended and incomplete at the same time. Therefore, do not approach a case as you would a book chapter or a magazine article. In order to derive maximum benefit from the case method, it is essential that you mentally "get inside" the case.

Class participation will be graded based on the subjective assessment of the professor. Given the extensive group-based work and the high caliber of the students, my previous experience suggests that this is likely to be a key area of differentiation in your final grade. Please note that you will not earn full mark for "class participation" if you simply show up and offer a few casual remarks.

"Dos" for Case Discussions

- Keep an open mind
- Relate outside experience
- Be provocative and constructive

"Don'ts" for Case Discussions

- Do not make sudden topic changes; recognize the flow of discussion
- Do not repeat yourself and others
- Do not "cut" others to "score points"

Remember it is the **quality** of your participation, not the quantity (or "air time"), that will lead to good performance in class discussion. The following criteria are employed:

- **Excellent** class participation: The student consistently attends class, consistently contributes to case discussions, and consistently demonstrates superior understanding and insights
- **Good** class participation: The student consistently attends class, consistently contributes to case discussions, and occasionally demonstrates superior understanding and insights
- **Mediocre** class participation: The student inconsistently attends class, inconsistently contributes to case discussions, and rarely demonstrates superior understanding and insights.

Late Assignments

Late written assignment will be downgraded by 10% every business day.

Course Evaluation

The completion of a course evaluation is a **strongly recommended**. A link will be provided via eLearning for completing the course evaluation.

PROGRAM POLICIES

Program Policy on Sourcing and Plagiarism

Students are expected to write at a professional level. This includes using proper grammar and syntax, having a logical flow, and giving credit to sources of information used in developing reports and papers. Students shall not copy the work of others and represent it as their original work.

All submitted work is subject to checking for the above. Should plagiarism happen and become known to the professor, program director or academic director, there will be formal consequences.

- The professor involved will be asked to consider failure on the paper or in the course, as appropriate.
- There will be a conference with the student and both directors. Formal action or probation may follow.
- Repeated offenses may result in program expulsion.

Program Policy on Attendance

Students are expected to attend all classes offered to their particular class. This is necessary given the compressed nature of the program.

If absence is unavoidable, an Executive MBA student should

- Notify the professor involved of the cause of the absence
- Ask if any make-up work is required
- Tell the program director and administrative coordinator that the above steps have been taken.

There is a limit to the number of unavoidable absences that will be excused.

- More than one such absence per course will trigger a reminder from the academic director that class attendance is expected
- Three or more absences (whether excused or not) will lead to a conference between the academic director and professor involved. The aim of the conference will be to determine whether course failure can be expected, whether withdrawal from the course is justified, or a reduction in course grade is more appropriate. This decision will be communicated to the student in writing.

Program Policy on Instructor Expectations

Business professionals have important legal and ethical duties to investors, creditors and non-investor stakeholders who rely on their comments, analyses, forecasts and representations. Students in this course are expected to act with personal integrity at all times. Academic dishonesty is incompatible with preparation for a career as a responsible business professional. As such, academic dishonesty will not be tolerated in this course. Any offenders will be subject to appropriate sanctions and discipline, a process, which begins with a referral to Judicial Affairs. For purposes of this course, the instructor will always seek a score of zero for any exam or assignment in which the student has engaged in academic dishonesty.

UNIVERSITY POLICIES

University Policy on Field Trips, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <http://www.utdallas.edu/administration/risk/travel.php5>. Additional information is available from the office of the school dean.

University Policy on Student Conduct and Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations, which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas printed publication, *A to Z Guide*, which is available to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000*, Board of Regents, The University of Texas System, and in *Title V, Rules on Student Services and Activities* of the university's *Handbook of*

Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>.

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

[Added July 2010] Students are expected to be attentive during class and to participate actively in group activities. Students are expected to listen respectfully to faculty and to other students who are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Classes may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.

University Policy on Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty: Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of *turnitin.com*, which searches the web for possible plagiarism and is over 90% effective.

University Policy on Copyright Notice

The copyright law of the United States (*Title 17, United States Code*) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe upon the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes fair use under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy ([UTDPP1043](#)). For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>.

University Policy on Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.

University Policy on Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to

students during the first week of classes.

University Policy on Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course inventory and in the academic calendar. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

University Policy on Student Grievance Procedures

Procedures for student grievances are found in university policy [UTDSP5005 \(http://policy.utdallas.edu/utdsp5005\)](http://policy.utdallas.edu/utdsp5005). In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

University Policy on Incomplete Grades

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

University Policy on Disability Services

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for a course, please discuss it with an OSA staff member and allow at least one week's advanced notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The primary functions of the Office of Student AccessAbility are to provide:

1. academic accommodations for students with a documented permanent physical, mental or sensory disability
2. non-academic accommodations
3. resource and referral information and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at disabilityservice@utdallas.edu.

University Policy on Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, *Texas Code Annotated*.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of *TEC 51.911(b)*, and the student and instructor will abide by the decision of the chief executive officer or designee.

University Policy on Avoiding Plagiarism

[Adapted from Duke University's guidelines for writers; added July 2010]

Take time to make careful choices among--and learn to use--the research tools available to you. You will probably find that your favorite web search engine is not adequate by itself for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.

Expect to make trips to the library. While you can access many of the library's resources from your home computer, you may find that you need to make several trips to use materials or research tools that are not accessible remotely. Of course, you will be seeking the best information, not settling for sources simply because they happen to be available online.

Allow time for gathering materials that are not available at UT Dallas. The InterLibrary Loan Office can borrow articles and books from other libraries, but this process takes additional time.

Allow time for reading, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.

Sloppy note-taking increases the risk that you will unintentionally plagiarize. Unless you have taken note carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.

Identify words that you copy directly from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

Jot down the page number and author or title of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.

Keep a working bibliography of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

Keep a research log. As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your

research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

You must cite direct quotes.

You must cite paraphrases. Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.

You must cite ideas given to you in a conversation, in correspondence, or over email.

You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge." However, it is not necessary to cite a source if you are repeating a well known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.

These types of sources should be cited as well. Printed sources: Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; *Electronic sources:* Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; *Images:* Works of art, illustrations, cartoons, tables, charts, graphs; *Recorded or spoken material:* Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

University Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: <http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

University Policy on Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important [technical requirements](#) on the Getting Started with eLearning webpage

University Policy on Course Access and Navigation

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at: <http://elearning.utdallas.edu>. To get familiar with the eLearning tool, please see the [Student eLearning Tutorials](#).

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

University Policy on eLearning

Success in distance education courses depends on self-discipline and the ability to learn without face-to-face interaction. UT Dallas distance education courses maintain the same rigor and high standards of its classroom courses. Academic progress is established and maintained through regular course participation. For more information on distance learning resources please visit <http://www.utdallas.edu/distancelearning/students>

University Policy on McDermott Library

Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need their UTD-ID number to access all of the library's electronic resources (reserves, journal articles,

ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources please visit <http://www.utdallas.edu/distancelearning/students/libraries.html>

University Policies

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Appendix 1: About Your Professor

Mike W. Peng (PhD, University of Washington) is the Jindal Chair of Global Strategy, the first holder of such distinction at the Jindal School of Management at UT Dallas. He is a National Science Foundation CAREER Award winner and a Fellow of the Academy of International Business. Professor Peng is widely regarded as one of the most prolific and most influential scholars in global strategy. He is one of the only 95 business and economics scholars listed in *The World's Most Influential Scientific Minds* and the only UT Dallas faculty member of all disciplines to have attained this honor. His market leading textbooks, *Global Strategy*, *Global Business*, and *GLOBAL*, are studied in business schools in over 30 countries, and have been translated into Chinese, Spanish, and Portuguese. Since joining UT Dallas in 2005, he has been the number one contributor to the top 45 academic journals tracked by *Financial Times*, which has consistently ranked Jindal a top 20 school in research worldwide. His consulting clients include AstraZeneca, Texas Instruments, the UK Government Office for Science, the US Navy, and The World Bank. For details, see www.mikepeng.com

Appendix 2: Grading Criteria for Writing Assignments (for your 10-page term project case write up)

I. Content Issues (60%)

- (a) Clarity of the story line (10%)
- (b) ***Use of concepts and theories*** applied to the case (20%)
- (b) Reasonableness of analysis (10%)
- (c) Appropriateness of ***recommendations/conclusions*** (20%)

II. Process Issues (40%)*

- (a) Effectiveness of presentation (20%)
(including speech posture, maintaining eye contact with the audience instead of reading off the script, use of visual aids, timing, and answer of questions)
- (b) Effectiveness of written reports (20%)
(including readability, flow, logic, and organization; writing mechanics, such as free of grammatical and spelling errors, use of sections and headings, and page numbering; use of literature; and attachments such as graphs, tables, and calculations, whenever applicable)

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