

**NORTH DAKOTA STATE UNIVERSITY  
COLLEGE OF BUSINESS**

**BUSN 489: Strategic Management (4 Credits, Section 1: 6232, Spring2012)**

**Meeting Place and Time**

Barry 126, Monday and Wednesday 3:30-5:15pm

**Dr. Chanchai Tangpong**

Office: Barry #306

Telephone: 231-9445

Email: Charnchai.Tangpong@ndsu.edu

**Office Hours:**

Monday and Wednesday: 1:45-3:15pm or by appointment

**Course Description**

This course requires the student to analyze complex strategic business issues, integrating knowledge of business functions and cross-functional business principles through classroom discussion and written and oral case studies. It is a capstone course for Accounting, Business Administration, and Management Information Systems majors. Strategic management simulation is also used in this course to provide additional capstone experience to students. Pre-requisites: MGMT 320, FIN 320, MRKT 320, Senior Standing. Co-requisite: BUSN430.

**Course Learning Objectives**

This course enables students to:

- 1) describe three components of strategic management process: strategic management inputs, strategic actions (i.e., formulation and implementation) and strategic outcomes;
- 2) understand the concepts of strategy, organizational resources/capabilities & environment, and their interrelation;
- 3) demonstrate the ability to analyze the external environment the organization operates in, including socio-cultural, political, legal, technological, and economic aspects
- 4) demonstrate the ability to analyze the role and importance of functional areas contributing to strategic decision making;
- 5) demonstrate an understanding of how the organizational activities contribute to the firm's ability to create value through its product and service offering in the marketplace;
- 6) understand various issues pertaining to strategy implementation;
- 7) demonstrate the ability to identify relevant information for use in strategic analyses at the firm and industry levels to enhance decision-making;
- 8) demonstrate the ability to manipulate quantitative data and understand its implications on strategic decision-making
- 9) formulate and evaluate alternative strategic actions; and
- 10) apply strategic management tools and concepts to business settings.

Regarding skill development, this course also enables students to:

- 1) work with others in groups (see the team codes of conduct on page 2); and
- 2) demonstrate the ability to develop and deliver effective oral presentations.

**Required Texts**

The required texts are as follows.

- 1) ***Strategic Management: Competitiveness and Globalization– Concepts*** (9<sup>th</sup> Edition) by Michael A. Hitt, R. Duane Ireland, and Robert E. Hoskisson (ISBN: 9780538753098)
- 2) ***Airline: A Strategic Management Simulation*** (4<sup>th</sup> Edition) by Jerald R. Smith and Peggy A. Golden (ISBN: 0130654884)
- 3) ***Selected e-cases*** (available for online purchase at one of the following sites:  
<https://www.cengagebrain.com/shop/en/US/storefront/US?cmd=catProductDetail&showAddButton=true&ISBN=978-0-547-19432-5>  
<http://cases.ivey.uwo.ca/Cases/Pages/home.aspx?Mode=Search&SearchMode=Interest&Search=Strategic+Change&Parent=General+Management>

### Teaching Methods

Case studies, strategic management simulation, lecture and discussions are primary teaching methods in this course although other methods such as presentations, classroom activities, and reading assignment will also be the basis of teaching in this course.

### Tentative Class Schedule

Week/Date	Agenda	Class Activity
Week 1/Jan. 11	Course Orientation  <b>PART 1: STRATEGIC MANAGEMENT INPUTS</b> -Introduction to Strategic Management (Ch.1) -Business Vision & Mission (Ch.1)	
Week 2/Jan. 18 (Jan. 16 = Holiday)	-Business Vision & Mission (Ch.1) -External Environment (Ch.2)	-Students forming teams
Week 3/Jan. 23-25	-External Environment (Ch.2)	-Case and industry selections
Week 4/Jan. 30-Feb. 1	-External Environment (Ch.2) -Internal Assessments (Ch.3)	
Week 5/Feb. 6-8	-Internal Assessments (Ch.3)  <b>PART 2: STRATEGY FORMULATION</b> -Business-level Strategies (Ch.4/5)	
Week 6/Feb. 13-15	-Business-level Strategies (Ch.4/5) <b>-Simulation Introduction (Wednesday)</b>	
Week 7/Feb. 22 (Feb. 20 = Holiday)	-Business-level Strategies (Ch.4/5) <b>-Simulation Practice Session (Wednesday)</b>	
Week 8/Feb. 27-29	-Simulation Result Discussion -Business-level Strategies (Ch.4/5) -Mid-term Exam Review <b>-Simulation Period #1 (Wednesday: In-class)</b>	
Week 9/Mar. 5-7	-Business-level Strategies (Ch.4/5) -Corporate-Level Strategic Decisions (Ch.6/7/8) <b>-Case Presentations &amp; Discussion (Monday)</b> <b>-Mid-term Exam (Wednesday, Mar. 7)</b>	-Presenting teams: TBA
Week 10/Mar. 12-14 (Spring Break)	No Class	
Week 11/ Mar. 19-21	-Corporate-Level Strategic Decisions (Ch.6/7/8) <b>-Simulation Period #2 (Monday: In-class)</b> <b>-Case Presentations &amp; Discussion (Wednesday)</b>	-Presenting teams: TBA
Week 12/Mar. 26-28	-Corporate-Level Strategic Decisions (Ch.6/7/8) <b>-Case Presentations &amp; Discussion (Monday)</b> <b>-Simulation Period #3 (Wednesday: Take-home)</b>	-Presenting teams: TBA

Week 13/Apr. 2-4	-Corporate-Level Strategic Decisions (Ch.6/7/8) -Corporate Governance & Strategic Leadership (Ch.10/12): Reading Assignment -Organizational Structure & Control (Ch.11) <b>-Simulation Period #4 (Monday: In-class)</b> <b>-Case Presentations &amp; Discussion (Wednesday)</b>	-Presenting teams: TBA
Week 14/Apr. 11 (Apr. 9 = Holiday)	<b>PART 3: STRATEGY IMPLEMENTATION</b> -Organizational Structure & Control (Ch.11) <b>-Simulation Period #5 (Wednesday: Take-home)</b> <b>-Case Presentations &amp; Discussion (Wednesday)</b>	-Presenting teams: TBA
Week 15/Apr. 16-18	-Organizational Structure & Control (Ch.11) <b>-Simulation Period #6 (Monday: In-class)</b> <b>-Simulation Period #7 (Wednesday: Take-home)</b> <b>-Industry Outlook Presentations (Monday and Wednesday)</b>	-Presenting teams: TBA
Week 16/Apr. 23-25	-Organizational Structure & Control (Ch.11)- <b>-Industry Outlook Presentations (Monday)</b> <b>-Simulation Period #8 (Wednesday: In-class)</b> <b>-Simulation Lesson Note (Wednesday: In-class; due on April 30)</b> <b>-Case Analysis Executive Summary due on Friday, April 27 by midnight</b>	-Presenting teams: TBA
Week 17/ Apr. 30-May 2	-Organizational Structure & Control (Ch.11) <b>-Industry Outlook Presentations (Monday and Wednesday)</b> <b>-Peer evaluations due on Friday, May 4 by midnight</b>	-Presenting teams: TBA
Week 18/ Final week	<b>Final Exam</b>	Time and place: TBA

### Course Requirements and Class Activities

This course has various requirements including team and individual activities. Students are given certain degree of freedom to form the teams: four or five students per team. However, there are three rules in forming teams. First, each team must have members from at least three different areas of expertise (e.g., management, marketing, finance, accounting, MIS). Second, each team must have both male and female members. Finally, each team cannot have more than two international students. After students form the team, the students must stay in the team and participate in all team activities throughout the semester. **Each student ought to operate in his/her team, following the team codes of conduct as follows:**

- 1) **Demonstrate respect for the opinions and efforts of your fellow team members;**
- 2) **Take responsibility for performing individual tasks as agreed to by the team; and**
- 3) **Value a team climate that supports cooperation and the importance of being a fair team contributor.**

Although team activities carry a significant weight in this course, other individual activities are equally important and carry a lot of weight in this class as well. Team-level and individual-level activities are as follows.

#### *Team-level activities*

Classroom and take-home activities: Classroom and take-home activities (total of 4-5) will be given during the semester. The classroom/take-home activities give students opportunities to review and put the concepts the

students have learned in practice. To reinforce students' focus in class preparation, lecture and discussion, I have decided not to notify students in advance about those classroom activities. Generally, there is no make-up assignment for any missed classroom activity although in certain circumstances, a make-up assignment may be given at my discretion.

**Case analysis presentation:** Case analyses give students opportunities to apply concepts learned in class to business situations. Each team will select a case for their case analysis presentation by Week 3. **Cases are available for online purchase at three different websites (see at the bottom of page 1 of this syllabus).** For the teams that have not selected a case by that date, I will be the one who selects a case for them. If there is more than one team selecting the same case, the *first-come-first serve* rule will apply. The list of the chosen cases by all teams will be compiled. Based on this list, the presentation schedule will be set. Each team is required to make a PowerPoint presentation. **It is required that ALL team members take part in the team presentation (if a team member cannot participate in his/her team presentation, he/she is required to write a make-up case analysis executive summary to compensate for the missing presentation – see *Optional Activities* section for more detail).** The presentation will be evaluated at both team and individual levels (see Individual presentation requirement in the *Individual-level activities* section), providing the overall grade differences among team members who make different levels of contribution to the team's presentation performance. The presentation will be graded mainly based on content, presentation skills, and how teams respond to questions/comments. Presentation feedback will be returned to the presenting team for continuing improvement efforts in the future. It is noted that straight reading the note to audiences is not an acceptable presentation method in this graduating-senior course, and presenters are required to make eye contact with audiences. Presentation and group activity guidelines are available on Blackboard. In addition, the presenting teams are encouraged to send the teams' PowerPoint presentation file to me 2 days before the presentation date. That way, I can do some preliminary check on the slides and can give a quick feedback. The presentation time limit is 15 minutes plus 10 minutes for questions/discussions. **Presenting teams are required to give me a handout of the PowerPoint presentation slides in class right before the presentation.** The guideline of case analysis presentation is also available on Blackboard.

**Case analysis executive summary:** The case analysis executive summary is a case analysis write-up with no longer than 3 pages of text (double spaced) excluding tables, figures, appendices, and references. The structure of the summaries is divided into 2 parts: (1) problem/issue identification, which covers environmental and internal analyses, and (2) the development of alternative strategic actions and recommendations. The case analysis executive summary will be graded based on both content and mechanics of writing, organizing & presenting. **The case for this assignment is also available for online purchase at three different websites (see at the bottom of page 1 of this syllabus).** I will announce the assigned case after each team has selected their case for the case analysis presentation. The guideline, grading criteria, and samples of case analysis summary are available on Blackboard.

**Airline—Strategic management simulation:** This activity is to promote students' ability to apply analytical tools/frameworks in strategic management to business situations and develop problem-solving/decision-making skills. *Airline* is a complex, computer-assisted strategic management simulation in which teams function as top management teams of individual airline companies that compete against one another in the commuter airline industry. **Prior to the first simulation period (Week 8), students are required to complete reading the simulation manuscript, *Airline: A Strategic Management Simulation*, which is one of the required texts for this class.** To facilitate students' understanding of the manuscript, there will be a session for simulation practice and discussion in Weeks 6-7. The simulation grade is based on (1) your accumulative performance points in the simulation and (2) simulation lesson note, which provides students with an opportunity to reflect their learning experience in the simulation. The detailed grading system and guidelines for preparing the simulation lesson note are available on Blackboard. At the end of the simulation, each team will participate in an informal discussion session, which provides students with an opportunity to share their insights garnered from the simulation.

**Industry outlook presentation:** This activity is to promote students' ability to apply strategic management concepts to business situations, gather relevant information, do research about an industry, and make a professional presentation on the selected industry. This activity also helps keep the class up to date with the recent developments in various industries. To begin, each team selects an industry of their interest by Week 3. For the teams that have not selected an industry by then, I will be the one who selects an industry for them. If there is more than one team select the same industry, only the first two teams (based on the first-come-first serve rule) will be allowed to work on the selected industry. The industry outlook presentation is graded mainly based on content, presentation skills,

and how teams respond to questions/comments. The content of the presentation covers (1) a brief description of the nature of the selected industry, (2) key recent developments in the industry, (3) overall assessment of the industry viability, and (4) an industry player highlight. Each team needs to have at least 8 references (8 sources of information) when preparing the content of the presentation. In addition, the presenting teams are encouraged to send the teams' PowerPoint presentation file to me 2 days before the presentation date. That way, I can do some preliminary check on the slides and can give a quick feedback. The presentation time limit is 15 minutes plus 10 minutes for questions/discussions. **Presenting teams are required to give me a handout of the PowerPoint presentation slides in class right before the presentation.** Guidelines for preparing the industry outlook presentation are available on Blackboard.

Case and industry presentation discussions: In each presentation, one team will be presenting the materials to class. Three teams will be critiquing the presenting team while one team will be designated as a supporting team to help the presenting team address questions. Two of the remaining teams will be evaluating the presentation and classroom dynamics. The critiquing teams are expected to play the role of devil's advocate while the supporting team is expected to play the role of rational believer, and the grading teams are the judges. In other words, the role of critiquing teams is to (1) find what are missing in the presenting team's thoughts, (2) point out the weaknesses of the presenting team's ideas and analyses, and (3) ask for clarification, missing information, and/or opinion on relevant questions not covered in the presentation. In contrast, the role of supporting team is to help the presenting team defend the proposed ideas and fend off the critiques whenever the presenting team needs help. The grading teams are expected to help me evaluate the performance of the presenting team and classroom dynamics. After a critiquing team tosses the question, the presenting team has a chance to defend its ideas and analyses. Then, a supporting team has its turns to support the presenting team or counter the critiquing team (if the presenting team needs help). Please check Blackboard for your team assignment in each presentation.

Students who participate in the discussion (critiquing or supporting) on the team's behalf and present good ideas will score points for the teams and enhance the individual participation grade (which is discussed in the *Individual-level activities* section). Point system in the team discussion is as follows:

Ideas	Team Points
Very Good	+2
Good	+1
Neither Good nor Bad (or not clear)	0

The discussion score will be accumulated over the semester. The total score is 15 points. Whether your presented ideas are considered very good, good or not clear is mainly dependent on my judgmental call. I will be as fair as I can. My judgment is the final call although some may argue that it is subjective. I strongly believe that this learning method is very beneficial in helping you to develop well-rounded skills necessary for your future business careers.

180-degree peer evaluations: Students are required to evaluate the behaviors and contributions of other students in the team. **Students will also be asked to evaluate team members regarding the extent to which each member has followed the team codes of conduct mentioned above.** If students do not complete the 180-degree peer evaluation by the end of the semester, the students' grade of all team-level activities will be deducted by one letter grade. **I take students' peer evaluations very seriously because honest/objective peer evaluations are the cornerstone of team integrity,** and peer evaluations will be one of the managerial activities that students have to face in their future business careers. Peer evaluations coupled with my observations on team members will determine team members' grades in terms of contributions to team activities. Peer evaluation criteria and form are available on Blackboard. See the class schedule above for the due date.

#### *Individual-level activities*

Individual weekly participation: Students are expected to participate and present some thoughts in general class discussions, case analysis/management lesson discussions and presentations. Individual weekly participation also includes class attendance. I will try my best to keep accurate records of individual weekly participation. One tool I often use is students' name tag. Students are asked put their name tag on their desk during first few weeks.

Once, I remember the students' names, students only need to bring their name tag to class during the presentation days. Grading criteria for individual weekly participation are available on Blackboard.

Individual presentation requirement: There are two student presentation opportunities in this class: (a) case analysis presentation (in the team setting), and (b) industry outlook presentation (in the team setting). Although these are team presentations, students can individually demonstrate their presentation skills and can be evaluated on the individual basis. To increase students' chance of improvement over the two presentations, I will provide a written feedback highlighting strengths and areas for improvement of students.

Mid-term and final exams: Materials covered in Chapters 1-5 will be in the mid-term exam. To reinforce the integrative approach of this course, the final exam will be comprehensive (with the greater emphasis on the post-mid-term Chapters). Both mid-term and final exams are a good blend of understanding of concepts, applications and analyses. Both exams are multiple-choice plus mini-case analysis and/or short-essay question(s). Exam review sheets indicating what are expected of students in the exams will be provided.

### *Optional activities*

Throughout the semester, students have opportunities to improve their grade by doing optional activities. **Students can choose to do the optional activities as solo work (individual assignments) or as team assignments.** That way, students can reduce the challenges of scheduling conflicts among team member and coordination inconvenience. Students can also take this opportunity to demonstrate and hone their individual analytical skills and their ability to work independently. Optional activities take forms of the following.

Optional executive summary of case analysis: Students have one opportunity to do an optional case analysis executive summary for one of the three purposes. (1) Students as a team, part of the team, or individuals can choose to write the optional case to replace the grade of any (one, two, or all) of the previous classroom activities if the grade of the case executive summary is higher than those of classroom activities. (2) Students as a team, part of the team, or individuals can choose to write the optional case if they cannot participate in one of their team presentations. The grade of the chosen optional case as percentage will replace the grade of that missing team presentation. If students miss one of the presentations, the individual presentation requirement grade will be based only on one presentation that students presented. (3) Students as a team, part of the team, or individuals can choose to write the optional case if they are not satisfied with their case analysis presentation grade and want to use the case summary to replace the case analysis presentation grade. The better grade between the two will stand. The expectation on this optional case analysis executive summary is the same as in the required case analysis executive summary; however, as mentioned above, this optional case analysis executive summary can be done as a solo work or as a team work. If you are interested in this optional activity, please contact me as soon as you know that you need or want to do it, and I will assign a case to you.

Optional classroom activities: The expectation on the optional classroom activities is the same as in those at the team level. From my previous teaching experience, there will be 1-2 optional classroom activities available to students, contingent on the class progress. Students can choose to do 1 or 2 of the optional classroom activities, depending upon their satisfaction with the previous classroom activities. Again, if the students achieve higher score(s) from the optional activity(ies), the higher score(s) will automatically replace the lower one(s) from the previous classroom activity(ies).

### **Grade Components**

<i>Team-level activities</i>		130 points
4-5 Classroom activities/exercises (each weighed equally)	15	
Case analysis presentation	15	
Case analysis executive summary (case write-up)	25	
Industry outlook presentation	25	
Airline simulation (20 points for performance; 5 points for lesson note)	25	
Case analysis/industry outlook discussion	15	
Peer evaluations and instructor's observations on team members	-40* to 10	
Note*: A suggested penalty (a greater penalty may be applied)		
<i>Individual-level activities</i>		250 points
Individual weekly participation	15	

Individual presentation requirement (7.5 points each presentation)	15	
Mid-term exam	110	
Final exam	110	
<i>Total</i>		380 points

### Grading System

The grade cut-off points are as follows:

A = 348 points (90%) with the total exam score no less than 176 (the average of mid-term and final at least 80%)

B = 304 points (80%) with the total exam score no less than 154 (the average of mid-term and final at least 70%)

C = 266 points (70%) with the total exam score no less than 132 (the average of mid-term and final at least 60%)

D = 228 points (60%) with the total exam score no less than 110 (the average of mid-term and final at least 50%)

F = below 228 points (below 60%) or fail to make the total exam score of at least 110 or the average score of 50%

### Attendance

Attendance is part of individual weekly participation. **Students are required to attend the class. It is the commitment among students who enroll in the class and between the students and the instructor to make the class conducive to learning.** Absence due to an assigned field trip, intercollegiate athletics, or other official college business will constitute excused absence with make-up privileges for assignments. However, students are still responsible to catch up class materials and are still required to submit all class assignments. If assignments are given a week in advance, I assume that the students who have an excused absence such as an assigned field trip or intercollegiate athletics have enough time to plan and finish their assignments before going on the trip or intercollegiate athletic events. Therefore, the students are still required to submit the assignments by the due date although the students' absence from class will be excused. Generally speaking, if absence is due to a legitimate reason, I am willing to find a reasonable solution for students, so please inform me as early as possible. Nevertheless, as a rule of thumb, total absence should not be longer than one week of class meetings in a regular semester. Those students with PERFECT ATTENDANCE will guarantee 15 of 15 points in the *Individual Weekly Participation* grade. For more detail, please see the Attendance policy under the grading criteria for individual weekly participation, which is available on Blackboard.

### Assignment Submission Policy

Students are required to submit assignments by the given deadline. Upon my discretion, late submissions may be accepted with a letter grade deduction each day late.

### Grade Dispute Policy

I always make my best effort to make assignment and exam grades fair to students. If students have any disputes or questions about assignment or exam grades, students have 48 hours from the time the grades are reported to challenge the grades and request grade reconsiderations. Students can simply come to discuss with me in person about their grades. If students cannot meet me in person, students need to send me a memo through email indicating their grade disputes and requesting their grade reconsiderations. After the 48-hour window, the grades will be final, and any grade disputes/grade reconsideration requests will not be accepted.

### Special Services

Any students with disabilities or other special needs, or those who need special accommodations in this course, are invited to share these concerns or requests with me as soon as possible.

### Academic Dishonesty

Academic dishonesty and cheating of any kind (including plagiarism) result in an automatic course failure and possible referral to appropriate university disciplinary entities. All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.nodak.edu/policy/335.htm>).

### Reminder -- Important Dates\*\*\*\*\*

Jan. 18-- Students forming teams

Jan. 23-- Each team selecting a case for Case Analysis Presentation

<u>Jan. 25--</u>	Each team selecting an industry for Industry Outlook Presentation
_____	Case analysis presentation slide file (depend upon which team you are in; 2 days before your team presentation)
_____	Case analysis presentation, plus the finalized slide hand out (depend upon which team you are in; the presentation schedule is to be announced)
_____	Industry outlook presentation slide file (depend upon which team you are in; 3 days before your team presentation)
_____	Industry outlook presentation, plus the finalized slide hand out (depend upon which team you are in; the presentation schedule is to be announced)
<u>Feb. 22--</u>	Simulation practice session
<u>Feb. 29--</u>	Simulation begins (see class schedule for Simulation periods 1-8)
<u>Mar. 7--</u>	Mid-term exam
<u>Apr. 25--</u>	Simulation lesson note (in-class, due on Apr. 30).
<u>Apr. 27--</u>	Case analysis executive summary
<u>May 4--</u>	Peer evaluations
<u>Final Week--</u>	Final exam (date and room: to be announced)

Note: The instructor reserves the right to change any part of the syllabus, e.g., the course requirements, class activities/assignments, schedule, etc. for any reason.

### **Printing Lecture Slides and Handouts**

All lecture slides and handouts are available on Blackboard. Students can simply download and print them out through PowerPoint. I strongly recommend to all students to print lecture slides/handouts and bring them to class as your lecture notebook. However, please keep in mind that the slide handouts are not complete by themselves and need to be coupled with class discussion, lecture and textbook review for the effective learning in this course. They are just supporting tools to improve the efficiency in class discussion and lecture. Steps in printing out lecture slides/handouts are as follows:

- 1) Download the chapter files from Blackboard into your hard drive or disk
- 2) Open the files with PowerPoint
- 3) Go to "File" and select "Print" command
- 4) For "Color/Grayscale", select "Pure Black & White"
- 5) For "Print What", select "Handout"
- 6) Select "3 slides per page"
- 7) Hit "OK"

### **Observations from the Past: "Why I Didn't Get the Grade I Wanted or Needed"**

From my experience of teaching this course, I have found a few key reasons why students did not get the grade the students wanted. Those reasons are as follows.

1) *Complacency at the expense of consistency*: Some students had performed well since the beginning of the semester until the last couple of weeks when the students needed to prepare the case paper and get ready for the final exam, coupled with the extra pressure from other classes. Somehow they lost the momentum and the focus they had earlier. To do well in this class, consistency is the key.

2) *Team-individual misconception*: Some students had a misconception that when their team did well, they would automatically receive good scores on team assignments as well. As a common practice in this class, peer evaluation scores act as the merit-based correction of students' scores on team assignments (i.e., students who did not

contribute to teams might get high scores on team-level activities but would get negative scores on peer evaluations as a merit-based correction).

3) *Grade-graduation misconception*: Another misconception is that since some students are graduating, they should not fail or receive a poor grade in this class. In practice, students' grades are based on their performance in the class. Whether students will be graduating does not influence their grades.

4) *Feedback-improvement misconnection*: Feedback is an important mechanism for learning and future improvement. Students could receive feedback from class discussion. Also, I often give written feedback on students' team assignments and presentations. Students are expected to make self-improvement, using the feedback. As a rule of thumb, the availability of feedback system means that there are high expectations on the later work.

5) *Team-individual learning*: In addition to learning from the instructor, you should learn from your team members in the team process, and should take initiatives in your team whenever you can. Some students contributed to their team well but (a) did not take the opportunities to learn from their team members who have different strengths and (b) did not take any initiatives in the team process. As a result, they undermined their own ability to work independently, which cost them good scores in the exams when the independent work counts most.

6) *Digging the well too late*: Some students did not take any opportunity to improve their grade during the semester. Once the semester was over, they were so close to the next grade and requested to have optional/extra-credit activities. It was too late. If they had taken those opportunities, they would have had the grade they wanted.

7) *Insufficient self-monitoring*: If any students want or need certain grades for whatever reason (graduation, scholarship, etc.), the students should be proactive by closely monitoring the class progress throughout the semester and taking corrective actions if necessary. I will collaborate with students in their efforts during the semester. After the semester is over, the grades will be final. Students may use the following table to help keep track their grades.

	Your Grade (%)	Total (points)	Your Grade (points)
4-5 Classroom/take-home Activities			
Classroom/take-home Activity #1	%		
Classroom/take-home Activity #2	%		
Classroom/take-home Activity #3	%		
Classroom/take-home Activity #4	%		
Classroom/take-home Activity #5	%		
Average % from #1-#5	% x	15	points
Case Analysis Presentation		15	points
Case Analysis Executive Summary		25	points
Industry Outlook Presentation		25	points
Case Analysis and Industry Outlook Discussion		15	points
Simulation Performance		20	points
Simulation Lesson Note		5	points
Peer Evaluation		10	points
Individual Weekly Participation		15	points
Individual Presentation Requirement		15	points
Mid-term Exam		110	points
Final Exam		110	points
TOTAL		380	points
<i>Bonus Points:</i>			
Simulation Winner Award		4	points
Simulation Runner-up Award		2	points

Good luck!