BUSI 4940.001
Business Policy
Maymester 2017
Course Syllabus

Instructor (Overall instructional responsibility for the course)
Dr. D’Souza (dsouza@unt.edu) Office: BLB 365C Office hours: Monday 3:00 pm – 6:15 pm

Teaching Assistant (Grades assignments and exams)
Danielle Cordray (myta4940@gmail.com) Office: BLB 002 Hours: Mon., Tue., Wed., Thur.: 12:00 pm – 2:00 pm

Class Meeting Time: Mon. thru’ Thur., 8:00 am to 11:50 pm in BLB 005.

COURSE DESCRIPTION AND OVERALL GOAL:
Business Policy (BUSI 4940) is a capstone course that focuses on the integration of functional areas and requires students to determine policy at the general-management level. Students address problems and issues faced by business firms seeking to manage the relationships between different elements of the firm, and to integrate functional areas in order to optimize performance.

Prerequisites: Completion of all other business foundation courses and senior standing. This course is to be taken in the last semester of course work.

REQUIRED COURSE MATERIALS:
➢ UNT has adopted REEF Polling to replace Turning Point Clickers as UNT’s centrally supported classroom student response system. UNT has purchased a site license for the technology, thus you will be able to use the technology at no additional cost. This technology will be required for in-class exercises and can be accessed through a wifi-enabled laptop, tablet, or smartphone. The college and library have devices that you can check out if you do not own a wifi-enabled device.

ANNOUNCEMENTS AND COMMUNICATION:
The Announcements section (in Blackboard) provides official bulletins and announcements by the instructor. Since the Announcements section is an “official site” within Blackboard and part of the course, you are responsible for knowing the information there.

Emails to the class will be sent through Blackboard. If you would prefer to get communications from this course sent to a different email address than your UNT account, please change your email address in
the Blackboard system. To change your address, you click on the "My Institution" tab within Blackboard. On the left hand side of the page there will be a list of tools. Click on the personal information link and edit your email address.

COURSE OBJECTIVES:
This course is structured to help you achieve three major objectives:
1. An ability to integrate knowledge and skills acquired in all business foundation core courses.
2. Be able to apply a holistic and integrated approach to managing the capabilities that make up an organization.
3. Be able to organize your thinking around an integrative framework which includes, the external environment of the organization, managerial preferences, strategic fit, competitive advantage, organizational capabilities and performance.

PERFORMANCE EVALUATION AND GRADING:
Your grade in this course will be determined by your performance on assignments, examinations and your participation in classroom and team-specific activities. The points-distribution will be as follows:

1. Individual Assignments and Exams (550 points)
   a. In-Class Exercises – 120 points
   b. Undergraduate Business Foundation Assessment – 30 points
   c. SBI Exam – 200 points
   d. Final Exam – 200 points

2. Team Assignments (450 points)
   a. Team Assignment #1 – 200 points
   b. Team Assignment #2 – 250 points

Total: 1000 points

Letter Grade Equivalent
A (900 to 1000 total points)
B (800 to 899.9 total points)
C (700 to 799.9 total points)
D (600 to 699.9 total points)
F (599.9 or below total points)

Note: Grades will not be curved.

METHOD OF INSTRUCTION:
Classes in the course will be conducted using discussions, exercises, articles and assignments. Classroom discussions will be used to elaborate on and extend the content of the readings, developing conceptual ideas and applying them to business situations. Teams will be formed early in the semester. Each team will work on two integrative business cases.

This is a skills-building course. You learn through repetition and through cooperative learning. You will build competencies working with members of your team to apply the strategic business integration process to real-world situations.
IMPORTANT!
For this method of instruction to work effectively,
1. You must read and analyze all assigned materials BEFORE attending class. A good rule of thumb is to spend as much time analyzing and preparing the material as you do reading it.
2. You must be actively involved in the instructor-student discussions and the student-student discussions during the class session.

You are not allowed to use cellphones, laptops, and other communication devices in the classroom for any purpose other than conducting classroom activities, addressing emergencies, or when authorized to do so by the instructor. Doing so will result in serious consequences.

**Individual Assignments and Exams (550 points)**

**In-Class Exercises:** During many class sessions you will be asked to answer questions using REEF Polling software (vendor: i>Clicker). These questions may focus on specific material that you should have reviewed before class and/or may address questions designed to further class discussion. You may be asked to answer these questions individually or after discussions with your peers in the class. Points are earned by providing the correct answer. Half credit is provided just for participating. **120 points** will be allocated to clicker questions and other in-class activities.

These questions may come at any time during class – it is therefore your responsibility to have a wifi-enabled device to access REEF polling available at all times. The college and library have devices that you can check out if you do not own a wifi-enabled device that can be brought to class. It is your responsibility to bring your device to every class session and to make sure that it is functional. **No device, no points, no question!**

**Undergraduate Business Foundation Assessment:** Each student will be required to complete an assessment on material covered in all Business Foundation Courses previously taken during their undergraduate curriculum. The assessment will be administered through Blackboard and is required by the college. It is worth **30 points**.

**SBI Exam:** The SBI exam is a multiple choice test designed to assess your understanding of key concepts associated with parts 1, 2 and 3 of the Strategic Business Integration (SBI) process. The exam is worth **200 points**.

**Final Exam:** The final exam will be an essay-type written test. The exam is designed to test not only your understanding of the theoretical and conceptual foundations of the SBI process, but also your ability to apply parts of the SBI process to a real-world situation. The exam is worth **200 points**.

**Team Assignments (450 points)**

**Team Assignment #1:** Teams will apply the Strategic Business Integration (SBI) process to an industry and specific company within that industry (assigned by the instructor) through three in-depth reports and a class presentation.

**Team Reports:** Each team will submit three reports – one for each part of the SBI process. The first report will cover Part 1 (A&B) of the SBI process, should be limited to 6-7 typed, single spaced pages (excluding tables, exhibits and references), and is worth **66.67 points**. The second report will cover Part 2 (A&B) of the SBI process, should be limited to 7-8 typed, single spaced pages (excluding tables, exhibits and references), and is worth **77.78 points**. The third report will cover Part 3 (C&D) of the SBI process, should be limited to 8-9 typed, single spaced pages (excluding tables, exhibits and references), and is worth **88.89 points**.
references), and is worth *66.67 points*. The third report will cover Part 3 (A&B) of the SBI process, should be limited to 7-8 typed, single spaced pages (excluding tables, exhibits and references), and is worth *66.67 points*. Instructions and grading rubrics for each part of the assignment will be made available via the blackboard website.

**Team Assignment #2:** Teams will apply the Strategic Business Integration (SBI) process to another case. Teams will submit a progress report, a formal written report, and make a presentation.

**Team Progress Report:** Each team will submit a bulleted summary of evidence of the team’s progress toward completion of Team Assignment #2. This summary should show evidence that teams have worked through at least parts 1A, 1B, 2A, and 2B of the SBI process. It is worth **10 points**.

**Team Report:** Please follow the guidelines offered on the class website in Blackboard when creating your report. The report must (a) demonstrate command and understanding of the issues involved in the assignment and their interrelationships, and your team’s ability to systematically apply the Strategic Business Integration Process, (b) use sound logic and well thought through justifications, and (c) display a liberal use of appropriate graphs, charts and tables. The report should cohesively cover Parts 1, 2 & 3 of the SBI process and is worth **200 points**. Limit your report to about 20-23 typed (single-spaced) pages total excluding tables, exhibits and references.

**Team Presentation:** All teams will make a presentation on Team Assignment #2. Instructions for the presentation and the grading rubric will be provided via Blackboard. Team presentations will be limited to 15 minutes, with 10 minutes of Q&A after. All presentations should be targeted towards the senior leadership of the subject company. Grades will be based on three criteria: (1) the content of the presentation and (2) the quality of the presentation, and (3) the ability to answer questions. The presentation is worth **50 points**.

**INDIVIDUAL INVOLVEMENT IN TEAM ACTIVITIES:** Your involvement and interaction in team activities will be evaluated by your peers. It will be based on their assessment of a) your ability to foster team spirit and display initiative while working on the project; b) your attendance at scheduled meetings (face-to-face or virtual), and c) your participation in group discussions, completion of assigned work and contribution to project completion. The evaluation will be conducted collectively by members of the team after each team assignment/report is completed. The consensus decision, duly signed by all team members, will be submitted to the instructor.

Based on the grade awarded by your peers, you will either receive the full points associated with the team grade on the relevant part(s) of the team assignments or only a portion of the points. A sample “Involvement and Interaction in Team Activity” evaluation form is presented in Appendix-2. In addition, the appendix contains an explanation of how the peer assessment is used to calculate your grade.

**NOTE:** Any team member may request that the instructor arbitrate team ratings. If arbitration is requested, and conducted, the decision of the instructor will be final.

The intent in having you do this is twofold. First, it is hoped that a collective discussion of the contributions of each person will help the team develop clear norms and expectations regarding appropriate behavior and the work that each member must do to ensure good performance on the team assignments. While having such discussions can sometimes be uncomfortable, working through this process in an open, positive manner will help produce a positive experience and outcome for all members and is a valuable skill to take with you into the workplace.
The second purpose of the evaluations is to ensure a fair grading process for each member of the team. Ideally, all team members will behave and contribute at the levels expected. If they do not, however, they should not receive the same points as those members who do contribute at appropriate levels. To that end, the percentages assigned to each member will be used to assign grades as explained in Appendix-2.

For this process to work well, it requires that the team be open and honest in communicating their expectations. Criticism is okay if it is done in a constructive manner. If you feel that someone is not pulling their weight, immediately let them know where they are falling short and what they can do to correct their actions. The forms provided in Appendix-2 will help the team do this after each assignment is turned in, but try to make it a part of the team norms from the very beginning – it will help avoid preempt problems and hurt feelings later. And, remember that if you ever need help with the process, the instructor, the GA and the TAs will be happy to help. Do not hesitate to call on us.

**SUNDOWN POLICY:** You have 1 working day (from the date a grade is posted) to inquire about, and to appeal your grade on an exam, assignment, or presentation, after which no appeals will be entertained. The purpose is to resolve any issue during the term and not wait until the last week of the term. Please keep a close watch on your grades!

**POLICY FOR MAKE-UP QUIZ / TESTS / EXAMINATIONS:** If you miss an individual assignment or exam for justifiable reasons (e.g., hospitalization, contagious disease, religious holiday, death in the family), and would like to take a make-up exam, you must provide the instructor with evidence of the occurrence. All make-up examinations will be held near the end of the semester (see Schedule of Events table). Points for in-class exercises that are missed for justifiable reasons (e.g., hospitalization, contagious disease, religious holiday, death in the family), will be prorated based on your average score on clicker exercise questions during the semester.

**BLACKBOARD:** This course will make extensive use of the web through Blackboard. It is your responsibility to keep up with material, instructions, announcements, e-mails, and grade postings that will be made available to you throughout the semester on Blackboard. As a rule, assignments are turned in electronically through drop boxes created by your instructor in Blackboard.

**ACADEMIC DISHONESTY:** Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
ACCEPTABLE STUDENT BEHAVIOR: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://deanofstudents.unt.edu.

ACCESS TO INFORMATION – EAGLE CONNECT: Your access point for business and academic services at UNT occurs within the my.unt.edu site (http://www.my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: http://eagleconnect.unt.edu/

ADA STATEMENT: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the Office of Disability Accommodation website at http://disability.unt.edu. You may also contact them by phone at (940) 565-4323.
## Appendix – 1: Schedule of Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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</table>
| 5/15   | **Class Discussion**  
• SBI 1A – Analyzing the environment  
• SBI 1B(1) - Assessing the current status of the firm  
**Classroom Activity:** Applying SBI Part 1A and 1B(1) to the first submission for Team Assignment #1 |
| 5/16   | **Teams Formed:** Team membership and seating assignments  
**Class Discussion**  
• SBI 1B(1) – (continued . . .)  
• SBI 1B(2) – Assessing firm capabilities  
**Classroom Activity:** Applying SBI Part 1B(2) to the first part of Team Assignment #1 |
| 5/17   | **Class Discussion:**  
• SBI 2A – Assessing strategic consistency  
**Classroom Activity:** Applying SBI Part 2A to the second part of Team Assignment #1  
**Submission Due:** Team Assignment #1 Part-1 (Submitted via Blackboard. Due by 8:00 am today) |
| 5/18   | **Class Discussion:**  
• SBI 2B – Formulate and evaluate a new strategic proposal  
**Classroom Activity:** Applying SBI Part 2B to the second submission for Team Assignment #1  
**Submission Due:** Business Foundation Assessment (Administered through Blackboard. **Due by 11:59 pm on Saturday, May 19th**) |
| 5/22   | **Class Discussion:**  
• SBI 3A - Develop an implementation plan  
**Classroom Activity:** Applying SBI Part 3A to the third part of Team Assignment #1  
**Submission Due:** Team Assignment #1 Part-2 (Submitted via Blackboard. Due by 8:00 am today) |
| 5/23   | **Class Discussion:**  
• SBI 3B - Determining financial viability  
**Classroom Activity:** Applying SBI Part 3B to the third submission for Team Assignment #1 |
| 5/24   | **Classroom Activity:** Discussion on Team Assignment #2  
**Submission Due:** Team Assignment #1 Part-3 (Submitted via Blackboard. Due by 8:00 am today) |
| 5/25   | SBI EXAM: All concepts covered in Parts 1A&B, 2A&B, and 3A&B of the SBI process |
| 5/29   | **No Class:** Memorial Day  
**Submission Due:** Team Assignment #2 Progress Report (Submitted via Blackboard. Due by 8:00 am today) |
| 5/30   | **Classroom Activity:** Team Work Day. The Instructor will be available to answer questions  
**Submission Due:** Team Assignment #2 (Submitted via Blackboard. Due by 5:00 pm today)  
**Make-up Exams:** In-class (Must be scheduled in advance with the instructor) |
| 5/31   | **Classroom Activity:** Team Assignment #2 in-class Presentations – Presentation schedule TBA |
| 6/01   | **Final Exam:** In-class. 8:00 am – 11:00 am |

**Dates and topics are subject to change:** While I do not plan to deviate from the above schedule, unforeseen events and weather may require adjustments.
Appendix – 2

Involvement and Interaction in Team Activities – Explanation

For each of the team assignments the team will **collectively** rate the contributions of each of the team members. All team members must sign the form (shown on the next page) to acknowledge their acceptance of the ratings. The intent in having you do this is twofold. First, it is hoped that a collective discussion of the contributions of each person will help the team develop clear norms and expectations regarding appropriate behavior and the work that each member must do to ensure good performance on the team assignments. While having such discussions can sometimes be uncomfortable, working through this process in an open, positive manner will help produce a positive experience and outcome for all members and is a valuable skill to take with you into the workplace.

The second purpose of the evaluations is to ensure a fair grading process for each member of the team. Ideally, all team members will behave and contribute at the levels expected. If they do not, however, they should not receive the same points as those members who do contribute at appropriate levels. To that end, the percentages assigned to each member will be used in the following manner for assigning grades.

First, the team assignment will be graded based on how well it addresses the questions and guidelines in the assignment. This assignment grade will serve as the starting point for individual grades. All team members given overall participation percentages between 90 and 100% will receive the number of points that the assignment received (i.e., the team grade) as their score for the assignment. Members receiving less than 90%, however, will receive only a portion of the team grade based on the following formula.

<table>
<thead>
<tr>
<th>Participation %</th>
<th>Points awarded</th>
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<tbody>
<tr>
<td>96 – 100%</td>
<td>100% of team grade</td>
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<tr>
<td>90 – 95%</td>
<td>95% of team grade</td>
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<tr>
<td>85 – 89%</td>
<td>90% of team grade</td>
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<tr>
<td>80 – 84%</td>
<td>85% of team grade</td>
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<tr>
<td>75 – 79%</td>
<td>80% of team grade</td>
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<tr>
<td>70 – 74%</td>
<td>75% of team grade</td>
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<td>65 – 69%</td>
<td>70% of team grade</td>
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<td>60 – 64%</td>
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<td>55 – 59%</td>
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<tr>
<td>1 – 5%</td>
<td>5% of team grade</td>
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As an example, consider a team whose assignment received a grade of 90 (out of 100 possible). A team member who got a participation percentage of 94% would receive the full 90 points. A member who received a participation score of 83%, however, would get 81 points for the assignment (90 X 0.9 = 81).

For this process to work well, it requires that the team is open and honest in communicating their expectations. Criticism is okay if it is done in a constructive manner. If you feel that someone is not pulling their weight, let them know where they are falling short and what they can do to correct their actions. The forms that follow will help the team do this after each assignment is turned in, but try to make it a part of the team norms from the very beginning – it will help avoid later problems and hurt feelings. And remember that if you ever need help with the process, the instructor and the TAs will be happy to help. Don’t hesitate to call on us.
Appendix – 2
Involvement and Interaction in Team Activities – A Team Exercise

Team #: __________       Activity: ________________________

INSTRUCTIONS:
* Evaluate the overall performance of each team member using the following criteria.
  1. Did the individual foster team spirit and display initiative while working on project?
  2. Did the individual attend and actively participate in scheduled meetings (face-to-face or virtual)
  3. Did the individual contribute adequately on virtual collaboration tools (if used)
  4. Did the individual participate in group discussions, complete assigned work and contribute to project completion?
* Team members will work collectively to grade each individual’s performance on the four criteria provided above.
* Specific comments must be included on the next page indicating why each team member received their score. **Absence of detailed justification may result in your evaluations being adjusted at the discretion of the instructor.**
* Any team member may request the instructor to arbitrate discussions. In such an event, decision from the arbitration shall be final.
* Return the completed and signed form to the instructor at the appointed time.

### Involvement and Interaction in Team Activities

<table>
<thead>
<tr>
<th>NAME OF TEAM MEMBER</th>
<th>POINTS ALLOCATED</th>
<th>AVERAGE SCORE</th>
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<tbody>
<tr>
<td></td>
<td>Foster team spirit and display initiative</td>
<td>Attended / participated in scheduled meetings (face-to-face or virtual)</td>
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<td>Max = 100%</td>
<td>Max = 100%</td>
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Appendix – 2
Involvement and Interaction in Team Activities – Continued

(COMMENTS SHEET)

You **MUST** provide comments on **ALL** team members. These include comments in two areas: **a)** good contributions by the member (e.g., identifying the work contributed by the member, specific examples of good team behavior, etc.), and **b)** areas where the member could improve (e.g., specific bad behaviors to avoid, meeting deadlines, communication, etc.). Please be as detailed as possible in order to justify the assigned percentages and let each team member clearly know what they were doing right or wrong. **Absence of detailed justification may result in your evaluations being adjusted at the discretion of the instructor.**

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Good Contributions</th>
<th>Areas for Improvement</th>
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