

2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.

Community Lookup Key: **90eed5ca-4a06-47ee-b1dc-0ab64ebb5a25**

3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68>

COURSE DESCRIPTION

Strategic Management is a core course for students in the MBA program. It is intended to introduce students to the topic of strategy and the strategic choices that are made by organizational decision makers. The perspective is the organization as seen by general managers, particularly the top management team. In some cases, the unit of analysis may be a division or an organizational unit, but in most cases the object of study is the entire organization. Strategic Management is concerned with the determination of the objectives of the organization and the policies and procedures that are necessary for the organization to attain its objectives.

COURSE OBJECTIVES

1. To introduce students to a strategic conceptual framework
2. To introduce and familiarize students with a set of analytical tools
3. To help students understand the organization and the strategy process so that subsequent classes in specialized areas can be put into a strategic context
4. To help students sharpen their analytical and reasoning skills
5. To help students practice their oral and written communication skills

COURSE STRUCTURE

The class will revolve around Packback and Discussion Posts about chapter material and current event cases described by each group. In addition, there will be weekly quizzes.

COURSE ASSIGNMENTS

Assignment	Number of Total Assign.	Points per Assign.	Total Points
Quizzes	8	10	80
Introduction Post	1	5	5
Packback Posts (7 Total)	6	5	30
Group Current Event Paper	1	35	35
Peer Evaluation	1	10	10
Replies to Groups	4	10	40
Total Possible Points			200

Grading

Grade	Total Points	Grade	Total Points
A (93% - 100%)	186 - 200	C (73% - 75%)	146 - 151
A- (90% - 92%)	180 - 185	C- (70% - 72%)	140 - 145
B+ (86% - 89%)	172 - 179	D+ (66% - 69%)	132 - 139
B (83% - 85%)	166 - 171	D (63% - 65%)	126 - 131
B- (80% - 82%)	160 - 165	D- (60% - 62%)	120 - 125
C+ (76% - 79%)	152 - 159	F (<60%)	Below 120

Quizzes

There will be eight (8) 10-question multiple-choice quizzes during the half-semester (including the syllabus quiz), one each week. Each question is worth 1 point, so each quiz is worth 10 points. Quizzes will be available in the Quizzes section of Blackboard. You will have 15 minutes to take the quiz. You cannot

take quizzes on your mobile device (phone or tablet) they must be taken on a computer. Quizzes cannot be paused, once you start a quiz it must be completed in that sitting. So do not start a quiz unless you have 15 minutes. Finally, quizzes look like pop-ups to your browser, so pop-up blockers must be turned off. I am posting a “sample quiz” so that you can check this out before you start a real quiz. If you click on “Sample Quiz” and nothing happens, you probably have a pop-up blocker enabled. When the sample quiz works, the real quiz will too. Once you click on a quiz, whether or not you’ve disabled the pop-up blockers, the quiz timer is running. So do not waste quiz-taking time by trying to get your pop-up blocker disabled. Each quiz will become available on a Monday morning at 7 am and will become unavailable at 11:55 pm the following Sunday night. Because quizzes are available for an entire week, there are no make-up opportunities.

Introductions Discussion Post

The first week of class there is an Introductions Post due. The Introductions post is intended to introduce you to each other and to me, which may be useful when you are working on your group current event project. This post is worth 5 points.

Packback Posts

Each Monday morning at 7 am, a Packback assignment will become available. You may be asked to do some research and then post a question to your fellow students about that topic. You will also have to respond to the questions posed by at least two (2) of your colleagues.

Packback uses AI to assess your posts. It considers grammar as well as the type of question you pose and creates a curiosity score (1 – 100). A curiosity score is assigned to both the question and your replies to two colleagues, and I receive a report with the **average** curiosity score. My grades (as follows) are based on the average curiosity score.

Packback Grading:

Question: 3 points

Reply: 1 point each (2 points total)

Assuming you do both the question and a reply (as assigned), then points are assigned as follows based on the average curiosity score (question and replies).

Average curiosity score: 0 – 75 = 2-point deduction

Average curiosity score: 76 – 89 = 1-point deduction

Average curiosity score: 90 – 100 = no deductions

The Packback software generates its reports for all Questions and replies that were posted as of 12:01 am on Monday mornings and ending at 11:59 pm the following Sunday. There is no mechanism to allow for late or early submissions. So, **you cannot be late, and you cannot work ahead with Packback.** If you miss a Packback deadline, email me (bcarlin@uh.edu), do not merely submit your post the next week.

There are 7 total Packback posts, **I will count the highest 6 posts for the final grade.**

I am looking for several things on these posts:

1. Evidence that you did the weekly reading and can apply it to the questions asked in the prompts
2. Evidence that you gave the questions some thought and did not just type up the first thing that came to mind
3. Your responses to a colleague are more thoughtful than just “that was interesting Jared, good job.”

Group Current Event Paper

I am arbitrarily putting students into groups, based on the class roster as of 10/09/22; which is just a way of saying groups could possibly change. I am creating five (5) groups. Each group will find an article describing a relatively recent event (within the last 2 years) that illustrates or raises questions about one of the concepts described in the class. Ideally, you will find a current event that relates to the topic for the week in which the paper is due, but I will not require that. However, the topic does have to be a strategic topic and it does have to illustrate something we are covering in this class (see the schedule for topics and chapters). These papers are typically between 1 and 3 pages (double-spaced, 12-pt) and should include the URL or reference for the article or articles you used. Papers will be submitted via the assignments section of Bb, which means it will be processed through Turnitin, a plagiarism checker.

The paper needs to explicitly address which concept in the book is at issue and how the event relates to that concept. The group is expected to go beyond merely naming the concept and identifying the connection but should also describe why this example is interesting and what lessons could be drawn or questions could/should be asked about this event.

Grammar and syntax are important and will be taken into consideration when grading. Consider reading the paper out loud to discover poorly written sentences or grammatical errors. Also, consider appointing one member of the team as the copy editor. That person is responsible for ensuring that the parts of the paper fit together (no redundancies), that all paraphrased and quoted material is properly cited, and that grammar and spelling are correct.

Once the paper is submitted, I will be using it to create a new Discussion Forum so that the rest of the class can comment on the current event.

Peer Evaluation

In addition to submitting a paper, each member of the team is required to submit a peer evaluation of the contribution of the other members of the team. The degree to which each team member participated in the team project is worth 5 points and is a consequence of the peer evaluation. Students who do not submit a peer evaluation will receive a grade of 0 for their peer evaluation grade (regardless of the assessments of their colleagues).

Replies to Group Current Event Discussion Forums

Sometime Monday morning I will create a Discussion Forum with the current event for the week. Students who were **not** members of the group that posted must post a reply to the current event. The members of the group may choose to reply to another student's post on their paper but are not required to. Typically, I add questions to the end of the current event to provide some fodder for comments. Similar to the Packback posts, I am looking for quality and evidence that you gave the current event some thought, that you may have done some additional research or reading on your own and you have something additional to contribute beyond "good job." These posts are worth 5 points each.

Referencing

Note Regarding Plagiarism for all papers: all quotations and **paraphrases** (including any references to data or information obtained from a source other than the author's personal knowledge) must be referenced. Any commonly accepted method of citation referencing is permissible. Please check your paper to make sure you have properly cited your sources. "Cutting and pasting" without acknowledging the source is an act of plagiarism and will be treated as such. All papers (company analyses as well as current events) are expected to use proper referencing. Papers that do not acknowledge their source material will lose points from their grade (5 points; in the case of the group current event, each

member of the group will lose the 5 points) for minor infractions and will be asked to correct the paper. Major infractions will be considered to be plagiarism and I will follow University procedure, which can be found in the student handbook.

Late Papers

I will accept late papers and late discussion reply posts with point deductions. Late Group Current Event papers will be penalized 5 points per day. Discussion posts will lose 1 point per day. I do not accept papers or discussions posts that are more than 3 days late. As a reminder, Packback posts cannot be late (nor can you work ahead). If you miss a Packback deadline, email me (bcarlin@uh.edu), do not merely submit your post the next week.

NOTES ON CLASSROOM POLICIES

- It is expected that a variety of viewpoints will be represented in discussions. This is important and necessary for strategic analysis. All opinions are worth hearing and are to be respected. I will not tolerate personal slights or vulgar language in discussion posts.
- The University of Houston Academic Honesty Policy is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook. Students are expected to be familiar with this policy.
- The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone: 713 743-5400), and present approved accommodation documentation to their instructors in a timely manner.
- Writing is important and is taken seriously in this class. Errors of grammar, syntax, and spelling indicate either haste or a lack of clarity in thinking. Consider having spouses/roommates/friends read your reports before submission. Also, there is a Writing Center on campus that is available for your use and consultation. The UH Writing Center is located in 217 Agnes Arnold.
- The Bauer College has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to the instructors and to the CBA through the evaluation process.
- **UH CAPS**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (<http://www.uh.edu/caps>) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the "Let's Talk" program (http://www.uh.edu/caps/outreach/lets_talk.html), a drop-in consultation service at convenient locations and hours around campus.

REQUIRED SYLLABUS INFORMATION

COVID-19 Information

Students are encouraged to visit the University's [COVID-19](#) website for important information including diagnosis and symptom protocols, on-campus testing, and vaccine information. Please check the website throughout the semester for updates.

Vaccinations

Data suggests that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent [vaccine information](#) and to consult with their health care provider. The University strongly encourages all students, faculty and staff to be vaccinated.

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to

attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through (*specify how students will be notified of changes*).

Recommended Language

Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop

Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.

UH Email

Please check and use your CougarNet email for communications related to this course. To access this email, [login](#) to your Microsoft 365 account with your CougarNet credentials.

Academic Honesty Policy

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Security Escorts and Cougar Ride

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. Our Security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a

Security Officer to walk with you for your safety please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called Cougar Ride that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

Helpful Information

Coogs Care: <https://uh.edu/dsa/coogscare/>

Student Health Center: <https://www.uh.edu/healthcenter/>