

## Welcome to BUS 752!

This course addresses the development and use of cost information for strategic and tactical managerial decisions. At the end of the course, you will be able to:

1. Develop and/or interpret estimates of the cost of resources consumed by a product or service using traditional and activity-based methods. This will require a working knowledge of cost accounting terminology, cost behavior, cost allocation, and the structure of cost reporting systems (MBA Learning Goal 5: Managing organizational resources)<sup>1</sup>
2. Conduct two-stage relevant cash flow analyses to support managerial decisions, including identification of quantitative discounted cash flow effects, quantitative and/or qualitative real option value, and additional qualitative costs and benefits (MBA Learning Goal 3: Solving organizational problems)
3. Conduct an assessment of individual and/or organizational performance and of the organization's performance measurement system, including evaluations of performance measures and performance targets (MBA Learning Goal 2: Managing organizational strategy)
4. Write a persuasive one-page memo in support of your recommended action plan as a manager (MBA Learning Goal 4: Communicating organizational issues)

## How to reach me

Professor	Nathan V. Stuart
Office	1459 Sage Hall
Telephone	(920) 424-3472
E-Mail	<a href="mailto:stuartn@uwosh.edu">stuartn@uwosh.edu</a> ← This is by far the best way to reach me
Class Meets	Thursday, 6:00 PM – 9:10 PM
Location	UW Oshkosh Appleton Education Center

## The syllabus, and continuous improvement

This document and all other documents to which this document refers (especially the schedule document) are part of the syllabus. All such documents are available on the course Canvas page unless otherwise specified.

You are responsible for their content and for following the procedures they describe for preparing and submitting your work.

I consider this syllabus to be a contract between you and me, and I will not deviate from it substantially without your permission. I reserve the right, however, to make changes to the timing of topics and other minor matters. I will always announce such changes at least one week before the affected class session.

I am always open to constructive feedback. I will periodically conduct a process check to determine what is working well and what I might change to improve the learning environment.

---

<sup>1</sup> The approved learning objectives for the UW Oshkosh MBA Program are on the last page of this syllabus.

## Staying in touch

I expect you to check your *UWO email* and the course Canvas page regularly for course information and updates. You are responsible for all information I disseminate through these channels. I will deliver new information to you through announcements on Canvas unless there is time-sensitivity that makes an email more appropriate. I also commit to checking my email regularly and responding in a timely fashion (see more details below).

### Successful Communications Strategies

1. Include “BUS 752” in the subject line of all emails, particularly if you are using a non-UWO account. This reduces the possibility of UW Oshkosh spam filters catching your email.
2. Use a proper salutation, a proper closing, and proper English capitalization, punctuation, and spelling, as you would in a professional business letter. I will return emails that contain “texting” and/or are otherwise not written in a professional manner (e.g., “u” instead of “you”; “i” instead of “I” as the first-person singular pronoun; “4” instead of “for”; etc.).
3. Begin **all** file names of documents that you send me as email attachments or that you post to Canvas assignments with your last name. For example, I would submit a document such as “Stuart Assignment 2.” Please remember that, while you only have one “Assignment X” on your computer, I will have one from each of you. I will return attachments that do not begin with your last name.

## How to find help

Questions about specific cases and/or assignments	E-mail	I will normally respond to emails within 24 hours. If I will not be able to do so during some period (e.g., when traveling), I will make you aware of this beforehand. Note that this means that if you email questions less than 24 hours before a deadline you are not guaranteed a response before the deadline.  <b>By far, this method will get you the quickest response!</b>
	Telephone	I am available for telephone conversations regarding course material. Should you wish to set up a telephone conversation, email me three days/times that would work for you and I will send back one that works for both of us.
	In person	I am available for campus office hours by appointment. Should you wish to set up an on-campus appointment, send me three days/times that would work for you and I will send back one that works for both of us. We can also arrange to meet before or after class.
Questions about general concepts and applications, or case interpretation	Canvas discussion boards	In addition to the above methods, you can post general questions to Canvas discussion boards. My hope is that other students will respond and address the question. You can also share your own experience with the concept in your organization. If student comments do not seem to be resolving an issue, I will attempt to clarify and redirect the conversation, but I will rarely be the first responder.

## What you need

The following resources are required for this course:

Item	Location and Comments
Course-specific materials	Readings, cases, example problems, instructional videos, solutions, and other materials posted on Canvas
Case packet	Available from Harvard Business School Publishing (HBSP) at <a href="https://hbsp.harvard.edu/import/651752">https://hbsp.harvard.edu/import/651752</a>
Electronic reserves	Selected articles from Harvard Business Review and other journals. Links to these articles are in the associated Canvas content folder for each session. Complete citation information is available in the overview document for each session.

There is no *required* cost management textbook. I will not teach directly from such a textbook, nor will I assign problems from such a textbook. I do not believe any traditional textbook is a good value for the learning objectives of this course. Should you desire an additional source of information on cost management topics, I recommend Mowen, Hansen, and Heitger, *Cornerstones of Managerial Accounting* [The latest edition is *Managerial Accounting: The Cornerstone of Business Decision Making*]. Any edition will have the basic content and can serve as a reference.

## How we will do things – Working Groups

You will be part of a Working Group of 3-4 students. I will form the Working Groups based on the information you provide in your Student Information Sheets, balancing work experience and progress through the MBA program. All members of each Working Group will earn the same scores on all assignments submitted as a group.

As part of your Working Group, you will

- Prepare 12 In-Class Assignments (ICA; Sessions 1-6 and 8-13), uploaded to the Canvas drop box ideally before you leave class each week (but not due officially until the end of the day after class). ICA details are in the individual session assignment pages on Canvas.
- Make one Case Kickoff Presentation, where you make a persuasive case for your recommended action plan for your assigned case. More information about the Case Kickoff Presentation is available on the Kickoff Presentation page in the Course Administration module on Canvas.
- Prepare four (4) one-page memos to recommend an action plan for the week's case. Additional details and rubrics are available in the One-Page Memo Page in the Course Administration module on Canvas as well as in the individual session assignment pages.

I expect each Working Group to develop effective methods for sharing information, working together, making arrangements if and when group members will be away from class, and holding members accountable for equitable contributions (including leaving a member off of a given submission if that member made no contribution). I am available for discussions with Working Groups if there are difficulties in developing effective norms.<sup>2</sup>

---

<sup>2</sup> I will ask you to provide an evaluation of the members of your group at the end of the semester. I may use consistently positive or negative evaluations about a student's group performance to affect that student's final course grade in borderline cases.

## How we will do things – The Case Method

The primary teaching materials for the course are cases. Each case will involve application of quantitative techniques and development of an action plan.

There are three phases to the case teaching method.<sup>3</sup>

Phase 1: Preparation	Before the class when the case is first scheduled	<ul style="list-style-type: none"> <li>• Read the case through, including the exhibits</li> <li>• Read the preparation questions</li> <li>• Re-read the case, matching case facts to the preparation questions. The preparation questions help you focus your thinking as you become familiar with the case</li> <li>• Develop rough responses to the preparation questions</li> </ul>
Phase 2: Working Group Analysis	During the class when the case is first scheduled	<ul style="list-style-type: none"> <li>• Prepare the In-Class Assignment with your Working Group and submit to Canvas</li> </ul>
Phase 3: Action Planning	After the class when the case is first scheduled	<ul style="list-style-type: none"> <li>• Prepare your recommendations and action plan for the case. When developing the action plan, think about what <i>you</i> would do, not about what the case character <i>should</i> do</li> <li>• Prepare a Case Kickoff Presentation if it is your Working Group's turn</li> <li>• Come to class prepared to respond to the Case Kickoff Presentation given your own action plan</li> </ul>
	During the second class when the case is scheduled	<ul style="list-style-type: none"> <li>• Make your Case Kickoff Presentation if it is your Working Group's turn</li> <li>• Respond to the kickoff presentation with questions and/or alternatives from your own action plan</li> </ul>

## How we will do things – Preparation and In-Class Time

My objective is to maximize in-class time spent in some interactive fashion. In particular, I will not lecture. You must engage the content on your own first, outside of class, so as to be ready to interact with your classmates and with me when you come to class (see below). Whether you prepare for class with the readings, videos, or both, is up to you.

---

<sup>3</sup> The three phases were developed for MBA programs with predominantly full-time students. I have adapted them to address the predominantly part-time (and evening) nature of the UW Oshkosh MBA program. See Erskine et al. (2007), *Learning with Cases* (4<sup>th</sup> edition), Richard Ivey School of Business Press.

## **What happens during class?**

Class sessions will typically have several interactive segments. Each segment will last only as long as necessary each week.

Segment	Description
1	Case Kickoff Presentation and discussion
2	Housekeeping, in which we take care of questions about course procedures, due dates, etc.
3	Follow-up questions and answers regarding material from the prior weeks and/or from recent assignments (you should review all solutions before class and develop questions)
4	New topics/concepts highlights and example(s); brief case introduction
5	Preparation of In-Class Assignment with your Working Group

**Note: We will work on each case for two consecutive sessions and each session will involve working with two distinct cases. Sometimes there will also be a third case that serves as the example problem for analysis in Segment 4.**

## **What you will do – general information**

There are four components to your course grade. Details for each component are on the next page. The components have the following weights in determining your final grade:

Assignments	15%
One-Page Memos	15%
Exam 1	30%
Exam 2	40%

While I recognize that you will spend the bulk of your time on the first two components, the exams are weighted most heavily to insure that your final evaluation reflects your *individual mastery* of the course content. Because the assignments can be submitted in groups, they do not indicate individual mastery. The time and effort you put in to the assignments is your investment in developing the understanding of and skills to apply the course material. Your successful application of the understanding and skills on the exams is your (short-term) return on that investment.

To determine your final course grade, I will follow a two-stage process to include quantitative and qualitative information (see Chapter 8). I will first calculate your Stage 1 quantitative score as your weighted-average score for all course components. Your Stage 1 score sets your minimum course grade according to a standard grading scale:

A range (including A–)	90 – 100%
B range (including B– and B+)	80 – 89.9%
C range (including C+)	72 – 79.9%
F	< 72%

NOTE THAT THE UW OSHKOSH GRADUATE SCHOOL DOES NOT RECOGNIZE ANY GRADE BELOW A “C” AS A PASSING GRADE. THERE IS NO “C–” GRADE AVAILABLE FOR GRADUATE COURSES AT UW OSHKOSH.

I will then integrate qualitative information about your effort, engagement, and performance with your Stage 1 score to determine your Stage 2 course grade. I will begin with your Stage 1 score (your quantitative result) and combine it with qualitative data (quality discussion board participation, group feedback, overall improvement) to determine your final letter grade.

This means that one student with a quantitative outcome of 88 might earn a B and another student with a quantitative outcome of 88 might earn a B+ if the qualitative data for each student is different. I do not put ranges for minus/plus designations in the syllabus for this reason.

I will not curve individual components (e.g., a project, or an exam). I may curve the final course scores, depending on (1) the overall level of effort and participation and (2) the relative difficulty of a particular semester.

A grade of Incomplete (I) is appropriate only in rare situations when a student who is passing the course cannot complete it during the semester. University policy requires that the student complete (not repeat) the course in the subsequent semester. I will follow all University policies in administering Incomplete (I) grades. I will not record an Incomplete (I) grade as a means of avoiding a poor grade.

## **What you will do – Working Group Assignments**

With your Working Group, you are responsible for the following (see Course Schedule for specific deadline information):

- Twelve (12) In-Class Assignments (ICA), each worth 100 points. In-Class Assignments are usually due at the end of Friday, the day after most sessions and involve solving problems that require the new skills and techniques for the week and/or numerical analysis of the Phase 1-2 case for the week. Note that ICA 13 is due at the *beginning* of Session 13.

One group member should upload your ICA file(s) to the Canvas assignment page by the deadline specified on the course calendar and in Canvas. Your file(s) should be named “Group X ICA #.”

I will post solutions to each ICA after the deadline, and expect you to learn from the solution and use the correct numerical results as you analyze the case further (in your case follow-up assignments and one-page memos, for example).

- One (1) Case Kickoff Presentation to begin Segment 1 of a class session, for which you can earn up to 100 points. Please upload your presentation file as a PowerPoint document to the Canvas assignment page by 6:00 PM on your presentation day. Your file should be named “Group X Case Kickoff Presentation.”
- Four (4) one-page memos to recommend an action plan for the week’s case. One group member should upload your ICA file(s) to the Canvas assignment page by the deadline specified on the course calendar and in Canvas. Your file should be named “Group X Memo #.” See the One-Page Memo page in the Course Administration module of Canvas for more information about memo expectations and parameters.

## **What you will do – Other Assignments**

### *Prep Quizzes – Individual*

As an individual, you will complete Eleven (11) Prep Quizzes, 100 points total. These are Canvas quizzes consisting in up to 10 multiple choice or true-false questions and must be completed by 6:00 PM on the dates indicated in the course schedule. The quizzes are intended to encourage you to prepare for class and to direct your attention to important items from the chapters and cases.

### *Follow-Up Assignments (FUA) – Individual*

There are seven (7) follow-up assignments (FUA), each worth 50 points. FUA consist in short discussions of a case or cases from the week’s session and/or an additional problem. You should submit a file named “YourLastName FUA #” to the Canvas assignment page by the deadline specified on the course calendar and in Canvas. You may discuss the questions with other students but your submissions should be your own work.

### *Optional Bonus Problems*

Sessions 7 and 14 have several practice problems to help you prepare for the two exams. You can earn points toward your assignment points total by submitting responses to the practice problems before you take each exam. See the Session 7 and Session 14 modules for more details, but note:

- You may work with up to three other students on the practice problems.
- For the Session 7 practice problems, you can earn up to 100 points toward your first-half assignment points, up to a maximum of 800 points.
- For the Session 14 practice problems, you can earn up to 100 points toward your second-half assignment points total, up to a maximum of 750 points.
- Session 7 and Session 14 bonus points do not apply to the other half of the course, to prep quiz points, or to one-page memo points.

## **What you will do – Exams**

Exams are take-home. Exam 1 covers Sessions 1-7; Exam 2 is comprehensive. You will specify the time within a given window at which you want to begin the exam, and I will email you the exam at that time. Your responses are due 48 hours after you receive the exam.

Each exam consists in several questions and problems, analysis of a case, and a one-page memo related to the case. You will know in advance what the exam case is and have the opportunity to ask questions to clarify case facts and content prior to taking the exam.

## I want you to succeed

### *Class Participation*

The more interactive each in-class activity is, the more the class will learn from it. The more you participate in each activity, the more you will learn from it.

While there is no specific component of your course grade connected to participation, I will take participation into account if your numerical grade is on the border between two letter grades.

### *Bonus Opportunities*

There may be opportunities to earn additional points from time to time. These opportunities will be available to all students and not on an individual basis. Under no circumstances will I offer opportunities to earn extra points to any individual student. Please do not ask.

### *Use Techniques When Appropriate*

Workplace problems rarely come with written guidance for how to go about solving them. I want you to be able to recognize when to apply the concepts and tools from BUS 752 even once the class is complete. To that end, I expect you to apply concepts and tools when appropriate, without being explicitly asked to do so, once we have covered them and practiced their use in class.

There are four particular types of analyses where past students frequently did not recognize and apply the tool that would have guided them to a complete response:

1. When asked to assess the quality of a performance measure, students did not assess the signal, noise, and manipulability of a performance measure.
2. When asked to calculate the utilization of a resource, students did not provide a detailed explanation of assumptions and calculations for all components of the analysis: practical capacity, available capacity, demand, and realized capacity.
3. When asked whether a multiple-cost-driver system would be a good investment, students did not use the four-question flowchart.
4. When asked to recommend a course of action, students did not include the analysis required to develop a cost-benefit comparison equation (CBCE). That is, the analysis did not include a single quantitative cash flow effect (that accounts correctly for taxes and time), the primary qualitative benefits and costs, and a summary statement that you recommend the specific course of action because the net benefits of this course of action are larger than the net benefits of other available courses of action.

**Let's treat each other with respect and help each other learn**

You have a professional relationship with me, your professor, and with your classmates. They and I expect that you will behave professionally and with integrity throughout the semester.

Professional behavior includes:

- Preparing for class and attending with all of the appropriate materials
- Being on time for class sessions. This means being in your seat and ready to go at 6:00 PM, not sliding into the room at 6:00 PM
- Informing me before class if you will be late or absent. I do not want to know the reason(s); I trust you to make informed decisions about how you spend your time. I do expect you to do me the professional courtesy of telling me you will not keep or be on time for a scheduled appointment with me (note that I consider class to be a scheduled appointment)
- Participating in an equitable fashion with your Working Group, including scheduling and attending meetings, delivering initial drafts or suggested revisions in a timely fashion, and contributing to in-class analysis
- Entering the classroom during breaks, not during presentations, briefings, and discussions
- Remaining in the classroom during briefings and discussions
- Returning from scheduled breaks in a timely fashion
- Listening carefully and respectfully when I am speaking and when one of your classmates is speaking
- Refraining from conducting private conversations during class
- Asking questions in a manner conducive to clarification and additional learning
- Using respectful, professional, and inclusive language for all discussion board posts and other course-related communications. I will NOT tolerate behavior and/or language that derogates, demeans, or threatens others or otherwise disrupts the learning of others.
- Turning off all portable electronic devices before class begins. Answering a cell phone in a manner that distracts the class in any way is unacceptable.
- Using your laptop during class only for taking notes and/or real-time analysis. If you are going to surf the net, correspond via email, or text during the class period, do so in some location other than the classroom.
- Preparing to leave the classroom only after I have dismissed the class
- Submitting required documents on time and in the correct place. If you need an extension for some reason, please contact me *in advance* so we can work out something reasonable given your circumstances.

It is not professional to interfere with a classmate's desire or ability to attend to, engage in, and learn from BUS 752, both in and out of the classroom.

**Repeated unprofessional behavior will affect your course grade.**

## **Some other information**

### *Student Responsibilities*

You are responsible for all delivered content, written and oral. Notes taken during the class period should be an integral part of your study materials.

If you miss a class session, you are responsible for studying the material and, if possible, obtaining the notes and other information about the class session from a peer. I will be happy to answer specific questions you have about the material.

### *Attendance*

There is no graded component for simply attending class. I will keep track of attendance only because it helps me learn your names and it helps me diagnose performance problems if they occur.

### *Canvas Materials*

All materials distributed in the course, in hardcopy or via the course Canvas page, are ©2019 by Professor Nathan V. Stuart unless otherwise indicated.

### *Grading Errors*

If you believe you have received an incorrect score for a class component, email me with a brief explanation of your concern. If your concern involves a mechanical error (such as a data entry mistake), I will correct the problem immediately. If your concern involves the number of points I awarded for your answer, describe the discrepancy and I will contact you to discuss your position.

### *Special Accommodations*

Students with disabilities are welcome in this course! It is the University's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are must be registered with Accessibility Services or Project Success and receive an Accommodation Recommendation form to receive accommodations. Accessibility Services is located in 125 Dempsey Hall. If you have a disability and require reasonable accommodations, please contact me privately at the beginning of the semester. It is the policy and practice of UW Oshkosh to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible. You are also welcome to contact Accessibility Services, telephone (920) 424-3100, or email Kiersten Karlson at [accesibilitycenter@uwosh.edu](mailto:accesibilitycenter@uwosh.edu). For more information, visit the Accessibility Services website at <https://www.uwosh.edu/deanofstudents/Accessibility-Center>.

*Campus Resources*

There are many resources on campus to help students with a variety of issues including financial issues, legal issues, health issues, and psychological issues like depression or test anxiety. If at any point in time you are struggling in this class or any other class because of personal issue, please do not hesitate to seek the resources we have on campus to help you. If you unsure which resources to seek out, please feel free to contact me or the Dean of Students. We are both here to help you succeed in your academic careers.

Here are a few of the many campus resources available to you. You should also consider me one of your resources; I can help you navigate the many challenges with which you and all students are faced.

**Center for Academic Resources:** Free, confidential tutoring at the Student Success Center, Suite 102. Tutor List page on [www.uwosh.edu/car](http://www.uwosh.edu/car). If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.

**Writing Center:** The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and improve their writing process. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (<http://www.uwosh.edu/wcenter>), call 920-424-1152, email [wcenter@uwosh.edu](mailto:wcenter@uwosh.edu), or visit them in Suite 102 of the Student Success Center.

**Reading and Study Skills Center:** Will help you in developing efficient college-level learning strategies tailored to your needs including improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email [readingstudy@uwosh.edu](mailto:readingstudy@uwosh.edu), view the website (<http://www.uwosh.edu/readingstudycenter>), visit them in Nursing Ed Room 201, or call 920-424-1031.

**Polk Library/Information Literacy:** Librarian Joe Pirillo is available to assist you in accessing, evaluating, and using library information, including business journal databases. Phone: 920-424-7332; email: [pirilloj@uwosh.edu](mailto:pirilloj@uwosh.edu)

**Counseling Center:** The counseling center is available to assist students with a variety of issues including mental illness such as anxiety or depression, stressful situations or life experiences, grief support, mindfulness, relationship skills, self-compassion, and more. Phone: (920) 424-2061; Location: Student Success Center Suite 240; Website: [http://www.uwosh.edu/couns\\_center](http://www.uwosh.edu/couns_center)

**Dean of Students Office:** The Dean of Students Office can provide assistance to students with special circumstances that may be affecting their academics, such as illness, pregnancy, and family emergencies. Phone: (920) 424-3100; Location: Dempsey 125; Website: <http://www.uwosh.edu/deanofstudents/>

**Campus Victim Advocates:** Campus Victim Advocates can assist students with crisis intervention and ongoing support for survivors of sexual assault, intimate partner violence, stalking, and/or harassment experienced on or off campus. 24-hour Sexual Assault Hotline: 920-722-8150; 24 hr Domestic Abuse Hotline: 920-235-5998; Regular Phone: 920-424-2061; Location Student Success Center Suite 240; Website: <http://www.uwosh.edu/cvpp>

**Multicultural Education Center:** MEC offers an array of programs and services that include academic advising, multicultural advising/counseling, specialized tutoring, forums/seminars/workshops, mentoring, cultural programs/events and referral to other on/off campus departments and organizations. As a division, Academic Support of Inclusive Excellence provides academic and student support services to assist in the recruitment, enrollment, retention and graduation of multicultural (African American, Asian American, Hispanic/Latino American, Hmong American and Native American) and eligible first-generation, low-income students. Phone: 920-424-7488; email: [lepoire@uwosh.edu](mailto:lepoire@uwosh.edu); Website: <http://www.uwosh.edu/acad-supp/our-programs/mec>

**Office of Equal Opportunity & Access:** The OEOAA can assist students who wish to report harassment/discrimination based on race, sex, color, religious affiliation, national origin, age, disability, or pregnancy. Students can also report sexual assaults through the OEOAA. Keep in mind that you should report any harassment/discrimination/assault that occurs at your internship to the OEOAA. Phone: 920-424-2296; Location: Dempsey 337; email: [afaction@uwosh.edu](mailto:afaction@uwosh.edu); Website: <https://equity.uwosh.edu/>

## Campus Reporting Policy

UW Oshkosh is committed to providing the safest campus possible for our students, faculty and staff. Students experiencing any form of prohibited discrimination or harassment, including but not limited to sex or gender based violence, can report it by contacting Equal Opportunity, Equity & Affirmative Action/Title IX office (920-424-1166), or Dean of Students office (920-424-3100). If you choose to contact one of these offices, your information will be private but may not remain confidential. You may also call the [Campus Survivor Advocate](#) (920-424-2024) for confidential help and resources. You can also find more information on policies and resources at

- <https://uwosh.edu/titleix/>
- <https://uwosh.edu/hr/policies-procedures/>
- <https://uwosh.edu/equity/>.

Please note that I am a responsible employee for UW Oshkosh and therefore have an obligation to report incidents of sexual violence and misconduct that are brought to my attention to the Title IX Coordinator. Under [Executive Order 54](#), I am a mandatory reporter and also have an obligation to report child abuse/neglect.

For more information about my reporting requirements, visit:

<https://uwosh.edu/titleix/employee-responsibilities/>.

## Please don't cheat

UWO is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work ... and for respect of others' academic endeavors" (s. UWS 14.01, Wis. Adm. Code). Students are subject to disciplinary action for academic misconduct, as defined in s. UWS 14.03, Wis. Adm. Code.

I encourage you to review the procedures related to violations of academic honest as outlined in Chapter UWS 14, WI Administrative Code. The system guidelines and local procedures are printed in the *University of Wisconsin Oshkosh Student Discipline Code*. You can read these and other conduct guidelines online at <http://www.uwosh.edu/dean/conduct.htm>.

Specific questions regarding the provisions in Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

I will not tolerate a lack of academic integrity. Proscribed behavior includes, but is not necessarily limited to, all forms of plagiarism and all forms of giving and/or receiving unauthorized assistance with course requirements. I have and will prosecute academic integrity violations, which can result in penalties including, but not necessarily limited to, an assignment or exam grade score of zero or a course grade of F.

Easy ways to avoid this problem include:

- a. Understanding that cases and readings are other people's work. If you choose to use material directly from a source you must use quotation marks as appropriate and cite your source (page number, title, author, etc.). Note also that substantive paraphrasing and/or simply altering the structure of text from a source *do not* qualify as your own work and requires appropriate citation.
- b. Avoiding unauthorized assistance on individual work or during exams. This includes searching the web for material related to case studies.
- c. Talking with me if you are not sure about what is or is not acceptable for a particular assignment or exam.

The University of Wisconsin Oshkosh has an account with an automated plagiarism detection service (TurnItIn.com) that reviews assignments for plagiarism. TurnItIn.com compares submitted documents to a database of journal articles, web articles, and previously submitted papers, and provides a report to the instructor showing whether and how a student plagiarized on a particular assignment. I reserve the right to request that you submit assignments as electronic files and to submit those files to TurnItIn.com to check for plagiarism. For more information about TurnItIn.com and plagiarism, go to the Dean of Students Office at <http://www.uwosh.edu/dean/> and click on the "Student Conduct" link.

**MBA Program Learning Goals and Behavioral Objectives**

In the category of	Graduates will possess the skills necessary to	And be able to		
Leading organizations	Establish organizational goals and develop approaches for achieving those goals through socially responsible and ethical decisions in a variety of contexts.	<ul style="list-style-type: none"> <li>• Evaluate strategic organizational contexts (for example, managing innovation, managing talent and succession planning, managing in a crisis) and establish corresponding action plans</li> <li>• Describe a culture that inspires socially responsible and ethical individual and organizational behavior and develop methods to motivate goal achievement</li> <li>• Identify different influence tactics and evaluate their applicability to a given setting</li> </ul>		
Managing organizational strategy	Develop, manage, and execute strategy to achieve organizational objectives	<ul style="list-style-type: none"> <li>• Critique, assess, and/or develop the organizational vision, mission, and objectives (i.e., the strategic plan), with attention to relationship building among stakeholders and managing diverse perspectives and objectives</li> <li>• Identify performance measures to assess progress toward achieving strategic objectives</li> <li>• Allocate resources to strategic initiatives necessary to close gaps between current and desired strategic outcomes</li> <li>• Adapt strategy, objectives, and operations to changing opportunities.</li> </ul>		
Solving organizational problems	Make effective resource allocation decisions to solve complex problems	<ul style="list-style-type: none"> <li>• Describe, clearly and succinctly, an organizational problem and the desired outcome of problem-solving activity</li> <li>• Apply appropriate quantitative analysis as evidence of the existence of a problem</li> <li>• Select and implement appropriate decision-making techniques for a given problem</li> <li>• Develop and evaluate alternative courses of action to resolve the problem</li> <li>• Select preferred course of action and define implementation plan</li> </ul>		
Communicating organizational issues	Communicate complex business issues in a precise and succinct manner for the purpose of informing, persuading and/or engaging the communication recipient	<ul style="list-style-type: none"> <li>• Present information in a focused and well-organized manner suited to the intended audience</li> <li>• Develop persuasive, defensible arguments in support of a managerial position</li> </ul>		
Managing organizational resources	Develop and work within a systems view of the organization and its areas of functional expertise	<p>Describe the ways in which the following contribute to organizational success</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Cost management</li> <li>• Financial management</li> <li>• Financial reporting</li> <li>• Human resources management</li> </ul> </td> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>• Information systems</li> <li>• Organizational behavior</li> <li>• Marketing</li> <li>• Supply chain and operations management</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Cost management</li> <li>• Financial management</li> <li>• Financial reporting</li> <li>• Human resources management</li> </ul>	<ul style="list-style-type: none"> <li>• Information systems</li> <li>• Organizational behavior</li> <li>• Marketing</li> <li>• Supply chain and operations management</li> </ul>
<ul style="list-style-type: none"> <li>• Cost management</li> <li>• Financial management</li> <li>• Financial reporting</li> <li>• Human resources management</li> </ul>	<ul style="list-style-type: none"> <li>• Information systems</li> <li>• Organizational behavior</li> <li>• Marketing</li> <li>• Supply chain and operations management</li> </ul>			

Approved by the COB Faculty on 4 May 2017.