INSTRUCTOR’S NAME
Dr. Matthew Sonfield

OFFICE HOURS
Mondays and Wednesdays 12:00-12:30, 2:20-2:50, and by appointment

LOCATION OF OFFICE
229 Weller Hall

CAMPUS TELEPHONE
516-463-5728

E-MAIL ADDRESS
Matthew.Sonfield@hofstra.edu

GENERAL INFORMATION
Location of Department Office
228A Weller Hall
Telephone of Department
(516) 463-5726
Department Chairperson
Dr. Kaushik Sengupta

HOFSTRA UNIVERSITY BULLETIN DESCRIPTION OF COURSE
A capstone course enabling students to integrate functional area knowledge in order to effect managerial decisions and assume leadership roles in organizations. Theory and concepts are applied using both case analysis and a computer-based business simulation. Topics include: elements of the strategic planning process, such as strategy formulation and implementation; ethics and corporate social responsibility; corporate, business, and functional-level strategy; the relationship between strategy and organizational structure; and strategic control and reward systems.
PREREQUISITES OF COURSE

Business majors with senior class standing and MGT 101, FIN 101 and MKT 101. (Students who have completed 88 s.h. or above may seek a waiver from the department chairperson.) Corequisites: FIN 110, MGT 110.

REQUIRED BOOKS & MATERIALS

Custom casebook for Dr. Sonfield’s IMS 180 classes (2017 edition) - available in bookstore.
“Mogul CEO” Business Simulation (Solo & Team Version). Register and pay $44.00 at the website: https://www.oaktreesim.com/mogulceo. Further instructions will be given in class after you have been assigned to a team. Do not attempt to register until you have been assigned to a team. However, you can access and read the student manual at this website without registering.

STRATEGIC MANAGEMENT CONCEPTS

This course will include the presentation and discussion of the following Strategic Management Concepts. These concepts provide a theoretical and conceptual context for both the case analyses and for the simulation used in this course.

Overview of Strategic Management
  Definition of Strategic Management
  Stages of Strategic Management
Strategy Formulation
  Mission Statement
  External Assessment
  Internal Assessment
  Strategic Management Theories and Models
  Generic Strategies: Integration, Intensive, Diversification, Defensive
Strategy Analysis and Choice
Strategy Implementation
  Management
  Operations
  Marketing
  Finance
  Accounting
  R&D
  MIS
Strategy Evaluation
  Monitoring
  Strategy Modification

PROGRAM-WIDE LEARNING OBJECTIVES
Functional Knowledge: Each student will demonstrate functional knowledge in his/her area of specialization. Each student will demonstrate an understanding of the concepts in his/her area of specialization. Each student will apply functional knowledge to business problems for appropriate decision-making in her/her area of specialization.

Communication: Each student will demonstrate proficiency in communication. Each student will produce well-written communication. Each student will make professional oral presentations on business topics.

Critical Thinking: Each student will be able to apply identify and apply critical thinking skills for effective decision making. Each student will identify key problems/opportunities that lead to effective decision making in a business situation. Each student will apply appropriate methods for solving problems, and/or formulate well-supported conclusions or solutions.

Global Business Knowledge: Each student will be able to understand the issues of the contemporary global business environment. Each student will demonstrate an understanding of contemporary global concepts/practices.

Information and Communication: Each student will demonstrate knowledge of current information and communications technology. Each student will navigate, collect, and retrieve information in today’s digital environment using communication tools. Each student will analyze and interpret information from multiple sources using information technology tools.

Ethics: Each student will demonstrate awareness of the ethical and the social responsibility issues in business. Each student will identify ethical issues within a situation presented to them. Each student will identify stakeholders and their conflicting values in the situation presented to them.

**OUTCOME OBJECTIVES AND METHODS OF ACHIEVING THE OBJECTIVES**

1. IMS 180 is designed to provide the student with top-level strategic management skills – the ability to totally manage a company. This is accomplished by placing the student in two types of simulated top management decision-making situations:

   a) Analyses of weekly strategic management business cases (some from our case book and some presented by guest executives to our classroom) will require the student to develop detailed evaluations and strategic recommendations for major corporations and not-for-profit organizations.

   b) In a strategic management simulation, as a member of the top management team of a manufacturing and marketing company for three or more simulated years, the student will make a full range of production, personnel, marketing and financial decisions for his or her company.

2. Curriculum Integration. The integration of the various business administration disciplines is central to the course content and objectives of IMS 180.

4. Oral and written communication. Achieved through a variety of short and long written assignments, through in-class case analytical discussions, and through instructor-team conferences.

5. Ethics and Corporate Social Responsibility. Many of the cases analyzed involve significant ethical issues.

6. Global Business. Many of the cases analyzed involve significant global issues.

7. Teamwork. Teamwork is central to the semester-long business simulation.

8. Individual responsibility. As senior-level students, all class participants are expected to exhibit self-initiative and personal responsibility to satisfy the requirements and expectations of the course.

ATTENDANCE POLICY

The nature of this course requires full and on-time attendance. See page 5, #6.

METHODS OF EVALUATING STUDENTS

Exams:

There will be two scheduled early quizzes, both covering the rules and mechanics of the Mogul simulation. Any student who fails to attain a combined score of 4 (out of 8) on the first two quizzes will be required to take an additional quiz. A student who misses either of the first two quizzes must also take the additional quiz, regardless of the score on the one quiz taken.

The final exam will consist of a solo run of the simulation, in which each student will independently run his or her own company for two and one-half simulated years. The company’s long-term ranking and performance will determine the grade on this exam.

FINAL COURSE GRADE

Team game performance, individual contribution to team, attendance at all team meetings, both in-class and out-of-class, and solo game usage ........................................45%
Long Case Analysis and participation in class case discussions. 20%
Final Exam................................................................. 35%

This grade calculation will be adjusted upwards or downwards by the student’s performance on the quizzes, by missing written assignments, by level of contribution to the team, and by excessive tardiness or absences from the class and both in-class and out-of-class team meetings.

COURSE SCHEDULE:
See the weekly "Projected Class Schedule" on pp. 11-14 of this outline.

**IMPORTANT – PLEASE NOTE:**

1. This course is unusual in that much of its value to you depends upon the efforts of your Mogul "company" as a team, rather than upon your individual effort. It is vital that your team members work well together, and that all members actively participate. While this may be unusual and even frustrating in an academic context, it is typical of most real-world business situations. If your team is not working as a "team" correct this early in the semester. Put pressure on anyone who is not contributing or talk to the instructor. Totally unproductive team members will be withdrawn from the course. Each student will be asked to rate the performance of his/her fellow team members at the end of the semester.

2. Contribution to your team includes on-time attendance at all in-class and out-of-class team meetings. Anything less is unfair to your teammates and will impact your final course grade.

3. Team quarterly reports are to be submitted via email attachment to the instructor at the same time the quarterly decisions are submitted via the MogulCEO web site. Copy the on-line form on page 18 of this syllabus and save it as an MS Word template which can be filled in each week. This form includes a reporting of attendance at team meetings. Untruthful reporting of attendance is a form of academic dishonesty and will be dealt with according to Hofstra University’s formal procedures. Complete these forms during your team meeting, and do not make one individual team member responsible for the report, as all team members are responsible for the content and accuracy of these reports. Each team should keep copies of all reports. If MogulCEO decisions are not received on time, the previous quarter’s decisions will be used!

4. Historically, the primary cause of poor performance in the game has been an insufficient understanding of the game procedures and mechanics. It is absolutely necessary that each student read the game manual several times before the first game session. Careful reading of this manual will definitely pay off in better game performance (and thus higher grades). Furthermore, the simulation includes a variety of video tutorials. It is strongly recommended that these be viewed and studied. Two quizzes on game mechanics will be given.

5. Your ability to profit from the case method experience depends upon your preparation efforts. *Students will be expected to have thoroughly read and analyzed each case book case prior to its discussion in class.* Analyze each case at the time the information in the case ends and do not use any subsequent information about the company which you might know or research. Students will be called upon in class to make their individual analyses and recommendations. If a student is called upon and is not prepared, is absent, or does not have his or her case in class, the student’s final grade calculation will be penalized. Therefore, on-time attendance is required on all case discussion days. *Students must bring a hard copy of the case to class on case discussion days.*

6. As explained above, on-time attendance at all class sessions and team meetings is a necessity for IMS 180. Excessive tardiness or absences will result in a grade reduction, as will frequent early departures or leaving and returning to the classroom during the class session, because such actions disrupt teaching and the classroom environment.
7. No INC grades will be given without approval of the instructor prior to the end of the semester, and then only for extraordinary reasons. See page 14 for the full University policy.

8. Because employers want to hire college graduates with good writing skills, written assignments will receive grade deductions for excessive errors of grammar, spelling, etc. Be sure to proof-read carefully. If English is not your first language, please state so at the top of your long written case analysis.

9. Please place your name and team number on all written assignments—top page only.


11. If you miss a class, you are responsible for determining whether any assignments were made that day. All assignments must be turned in during class on the due date.

12. Once teams are assigned, please sit with your team at all class sessions.

13. Activities that disrupt the class and the instructor’s ability to teach:
   - Talking when the instructor is speaking
   - Eating in class (no food or drinks are allowed in computer-equipped classrooms)
   - Late arrivals
   - Leaving and returning to the classroom during class. (So please use the bathrooms, etc. before or after class and wait until the class has ended to respond to messages.)
   - Smartphones and other personal communication devices (please turn them totally off during class)
   - Using the computers for non-class purposes

**MORE SPECIFIC NOTES REGARDING THE SIMULATION:**

1. Do not rely too much on advice from students who have previously played the simulation or who are in other sections of IMS180. Since each simulation situation is different, specific strategies that work well in one simulation will work poorly in another.

2. Illogical decisions or mechanical errors of calculation or transcription can be disastrous. Never enter and submit decisions that have not been checked by all team members. While it is normal for one person to occasionally make a dumb mistake, a whole team should never make such mistakes if every member understands the simulation and looks carefully at the decisions on the screens. Always select “save and submit” after each team session.

3. In the Trial quarter, it would be wise to order the “Average Expected Demand for Next Four Quarters” market research report. Since the future demands in the actual simulation will be the same as in the trial quarter, this report will be of significant value and yet be “free” since the trial quarter does not count.

4. Simulation decisions and team reports must be submitted so that they can be read, processed and analyzed by the instructor no later than Mondays at 9:00 a.m. sharp.
5. *Think of the simulation as a semester-long exam worth 45% of your final grade!* Teams that perform better do so *not* because of luck, but because they work harder, understand the Simulation Manual sooner and better, work well as a team, analyze the competing teams, think about long-term strategy, and are proactive.

6. Do not rush into making each quarter’s decisions. Analyze your company’s reports carefully to fully understand what happened and why your company’s performance was strong or weak. Prior to submitting your decisions, use the “Forecast Reports” for the upcoming quarter to see your unit production costs, number of workers available, expected cash flow and profit, etc.

8. Your understanding of the simulation and your ability to make good decisions increase with experience in the simulation. To accelerate this experience the simulation allows you to play the “Solo” version at home. *Use this solo version to experiment with various strategies and to prepare for the final exam. Use of the solo mode by each student is a requirement of this course.*

9. Increasing (or decreasing) your company’s spending on “Training” and “Maintenance” will impact worker productivity, an important factor which can impact production costs and thus company profitability. If worker productivity decreases, it may be difficult to raise it again quickly.

10. Financing for operations must be done with Short-term Loans. Mortgages may only be used for plant expansion purposes. Your company may only have two mortgages outstanding at any given time. If you need an additional mortgage after the second, you must retire the first mortgage.

11. All companies must maintain a two-product sales strategy, although a company may choose to produce only a small amount of either or both products in a given quarter, if finished goods inventory is high.

12. Companies may not share marketing research reports.

13. Many teams in previous classes have found it beneficial to use a spreadsheet program to assist in recording, charting, and forecasting various simulation variables such as demand, share-of-the-market, inventories, etc.

14. Team Annual Report presentations should be prepared prior to the class. *Only one team member should make the oral report,* but all team members must participate in preparing the report, and all team members must join in the report presentation and be able to answer questions about the report and the team’s performance.

Annual Reports should respond to the following questions:

1. During the past year, what were the company’s strengths, weaknesses, best actions, and worst actions? *Why is your team ranked where it is?*

2. What happens in your team meetings? Is your team working well?

3. Did your team make any major changes in strategy this past year? Why?

4. What performance do you expect for the upcoming year, and why?

*The class will find your presentation more interesting if you speak from notes rather than...*
15. Several of the standard costs in our run of Mogul will be different than those denoted in the Student Manual and in Quarter #0:

1. Raw materials unit costs will be $8.00 for product #1 and $10.00 for product #2, with quantity discounts from both prices.
2. There will be no penalty for early mortgage retirements – ie. 0%.
3. Trade publication advertising costs will be $2000.00 per page for both products 1 & 2.
4. Newspaper ad costs will be $2000.00 per page for both products 1 & 2.
5. Subcontracting costs per unit will be $47.00 for product #1 and $52.00 for product #2. Unless your factory has very high operating costs, it will be more expensive and less profitable to subcontract than to produce in your factory.

17. The Mogul final exam grade will be based on two factors:

1. The student’s company industry rank at the end of ten quarters - #1 to #6
2. The student’s company total points at the end of ten quarters – 100 points maximum

CASES

In-class case analyses will generally follow the Strategic Audit (see page 10 of this syllabus).

The cases below will be discussed in class, as per the “Projected Class Schedule” on pp. 11-13. Three of the cases will be found in our course case book, and three cases will be presented by guest speakers who will present their own company cases in class for discussion.

1. “Dunkin’ Brands Group” (from case book)
2. “Hain Celestiral” (guest speaker)
4. “U.S. Postal Service” (from case book)
5. “East Hills Auto Group” (guest speaker)
6. “Northwell Health” (guest speaker)

Bring a hard copy of the case to all class sessions in which analyses of cases from our case book are scheduled. This is a course requirement.

INDIVIDUAL LONG CASE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - H</td>
<td>“Dunkin’ Brands Group”</td>
</tr>
<tr>
<td>I - Q</td>
<td>“Tiffany &amp; Company”</td>
</tr>
</tbody>
</table>
“SHORT CASE ANALYSIS” ASSIGNMENT
On days when cases from the case book are to be analyzed in class, at the beginning of the class period, each student must submit a two-paragraph “Short Case Analysis” (paragraph # 1: brief case summary, paragraph # 2: listing of critical issues). This may be hand-written. If you are assigned to write a “long case analysis” for the day’s case, do not write a “short case analysis” as well.

Sample “Short Case Analysis”
John Doe
Team X
Dec. 1, 2017
CASE # 1 The XYZ Corp.

The XYZ Corp. is a manufacturer of widgets which is faced with declining sales volume and profits. The company’s top management must therefore make some strategic decisions. The case presents three alternative strategies:
1) Forward integration by opening retail stores
2) New product development
3) A joint venture with the ABC Corp.

In analyzing all of the various facts and issues presented in the case, I believe that the most critical issues are:
1) The company’s financial position is weak. Therefore any strategic action chosen must involve only moderate expenditures and must offer a fairly quick pay-back.
2) New product development will be lengthy and costly. The company’s management currently has no specific ideas for new products.
3) XYZ Corp. has no retailing experience.
4) The ABC Corp. is financially strong, has some good ideas for a joint venture, but is weak in manufacturing capabilities where the XYZ Corp. has strength.

“LONG CASE ANALYSIS” ASSIGNMENT
Please follow the instructions carefully - if you ignore the instructions and required format, your grade will be lower.

Each student is assigned one case from the case book for full written analysis (“Long Case Analysis”). This analysis should be in the form of a Strategic Audit, (steps 1-7 with emphasis on steps 5-7) presented in essay format (not outline or bullet format) with headings for each step. Steps
THE STRATEGIC AUDIT

1. Identify the company’s current strategy.

2. Evaluate the company’s current performance.

3. Perform an external audit (positive and negative factors external to the company).

4. Perform an internal audit (positive and negative factors internal to the company).

5. Summarize the critical issues (from steps #1 through #4).

6. Formulate new or modified strategic alternatives. (What are all the possible actions the company could take to respond to the “critical issues”)

7. Develop specific strategic recommendations. (Choose from the options in step #6 and recommend and support the specific actions the company should take.)

IMPORTANT: Steps #5 - #7 are the most important and your grade will be based primarily upon those three steps.
Projected Class Schedule

(Specific case assignment dates will be distributed separately from this syllabus.)

Wed 9/5  Introduction to course, simulation, and cases

Mon 9/10  “Overview of Strategic Management” (PowerPoint slides)
           “Definition of Strategic Management”
           “Stages of Strategic Management”

           Continue “Mogul” simulation introduction and videos

Wed 9/12  Team assignments
           Continue “Mogul” introduction
           Begin instructor-guided Trial Quarter #1 decision-making

Mon 9/17  “Mission Statement”
           “External Assessment”
           “Internal Assessment”

           Continue instructor-guided Trial Quarter #1 decision-making
           Question and Answer session on Mogul simulation
           Finalize Trial Quarter #1 decisions in team out-of class meeting.

           Introduction to “Strategic Audit”

Wed 9/19  Class Cancelled

Mon 9/24  Trial Quarter #1 decisions and weekly report form due by 9:00 a.m.

           “Strategy Formulation”
           “Strategic Management Theories and Models”
           “Generic Strategies: Integration, Intensive, Diversification, Defensive”
           “Strategy Analysis and Choice”

           Case #1 “Dunkin’ Brands Group” – read case prior to class and bring hard-copy case to class
           Written “short case analysis due at start of class
           In-class case discussion

Wed 9/26  Trial Q1 results, begin “real” Q1 decision-making
Mon 10/1   Q1 decisions and report form due by 9:00 a.m.

Case #2 “Hain Celestial”
Guest speaker: Ellen Deutsch, Senior Vice President and Chief Marketing Officer
Not in Case Book
Study [http://www.hain.com](http://www.hain.com) prior to class
No written assignment

Wed 10/3   Quiz #1 at start of class

Q1 results, begin Q2 decision-making

Mon 10/8   Q2 decisions and report form due by 9:00 a.m.

“Strategy Evaluation”
“Strategy Modification”
“Strategy Implementation”

Case #3 “Tiffany & Company” - read case prior to class and bring hard-copy case to class
Written “short case analysis due at start of class
In-class case discussion
Submit either “short” or “long case analysis” depending on last name

Wed 10/10  Q2 results, begin Q3 decision-making

Mon 10/15  NO CLASSES

Wed 10/17  Quiz #2 at start of class

Q3 decisions and report due by 9:00 a.m.

Q3 results in class, begin Q4 decision-making

Mon 10/22  Q4 decisions and report form due by 9:00 a.m.

Case #4 “U.S. Postal Service” - read case prior to class and bring hard-copy case to class
Written “short case analysis due at start of class
In-class case discussion
Submit either “short” or “long case analysis” depending on last name

Wed 10/24  Q4 results, begin Q5 decision-making

Make-up quiz #3 (at end of class)
Mon 10/29  Q5 decisions and report form due by 9:00 a.m.

First Annual Reports Session (see page 7 - #14)

Wed 10/31  Q5 results, begin Q6 decision-making

Mon 11/5  Q6 decisions and report form due by 9:00 a.m.

Case #5 “East Hills Auto Group”
Guest speaker: Kenneth Brodleib, Chairman
Not in Case Book
Study http://www.easthillsautogroup.com/ prior to class
No written assignment

Wed 11/7  Q6 results, begin Q7 decision-making

Mon 11/12 Q7 decisions and report form due by 9:00 a.m.

Case #6 “Northwell Health”
Guest Speaker: Jeffrey Kraut, Executive Vice President, Strategy and Analytics
Not in Case Book
Study https://www.northwell.edu/ prior to class
No written assignment

Wed 11/14 Q7 results, begin Q8 decision-making

Mon 11/19 Q8 decisions and report form due by 9:00 a.m.

Q8 results in class, begin Q9 decision-making

Wed 11/21 NO CLASSES

Mon 11/26 Q9 decisions & report form due by 9:00 a.m.

Second Annual Reports Session

Wed 11/28 Q9 results in class, begin Q10 decision-making

Mon 12/3 Q10 decisions & report form due by 9:00 a.m.
Q10 results in class, begin Q11 decision-making

Wed 12/5 Q11 decisions & report due by 9:00 a.m.
Q11 results in class, begin Q12 decision-making
Mon 12/10  Q12 decisions & report form due by 9:00 a.m.
       Q12 results in class
       Game and course wrap-up
       Final Exam instructions

Wed 12/12  Snow/Study Day

Wed 12/19  FINAL EXAM – 10:30 – 12:30
       Bring calculator, paper & pencils, on-line manual, any notes needed (open book)
       Develop your long-term strategy and Q1 decisions prior to the exam

HOW TO FAIL IMS 180

1) Be absent from many classes
2) Be absent from many team meetings (in-class and out-of-class meetings)
3) Be a non-participating team member
4) Do not submit written case analyses
5) Be frequently unprepared or absent when called upon in classroom case discussions

HOW TO GET A LOW GRADE IN IMS 180

1) Be absent from class often enough for the instructor to notice it
2) Be late to class often enough for the instructor to notice it
3) Leave the classroom during class often enough for the instructor to notice it
4) Be absent from many of your team meetings (both in and outside of class)
5) Do not bring the case to class on case-discussion days
6) Use smartphones etc. during class (texting, phone, music, etc.)
7) Use the classroom computers for non-class purposes during class-time
8) Do not contribute to your team and receive poor peer ratings from your teammates
9) Do not participate in the in-class case discussions
10) Do not submit several of the written case analyses

INSTRUCTOR’S POLICY ON ACADEMIC HONESTY

All students are expected to abide by the University’s Policy on Academic Honesty, which appears in the Hofstra University General Bulletin, and can be found below.

All written assignments, quizzes, examinations, and other course work and activities must be done entirely and without assistance by only the individual whose name is associated with that work. All team activity must be only the work of the team members, with no input from non-team members.

Any violation of this policy will result in a significant grade penalty in the final grade for the course, along with a formal report sent to the Provost’s Office.
NOTE:

Toward the end of the semester, if you are concerned that your final grade in the course to date will be lower than you would like, see me to discuss how you can increase the likelihood of a good grade on your final exam.

SCHOOL OF BUSINESS POLICY ON MAKEUP EXAMINATIONS

To be eligible for a makeup examination, a student must submit to the instructor written documentation of the reason for missing a scheduled examination due to medical problems or death of an immediate family member. The instructor (not the student) determines whether and when a makeup is to be given. If a makeup examination is to be given, the instructor will determine the type of makeup examination. If the student misses (for any reason) the scheduled makeup examination, additional makeups are not permissible.

UNIVERSITY POLICY ON INCOMPLETE GRADES

Hofstra’s policies regarding Incomplete grades, default grades, and associated deadlines can be found in the Undergraduate and Graduate Studies Bulletins under Class, Attendance, Grading Policies.

DISCRIMINATORY HARASSMENT, RELATIONSHIP VIOLENCE AND SEXUAL MISCONDUCT

Hofstra prohibits sexual and other discriminatory harassment, stalking, domestic and dating violence, sexual assault and other sexual misconduct (collectively, “Gender Based Offenses”). If you or someone you know believes they have been subjected to any of these Gender Based Offenses, help is available. To make a report, or for more information about Hofstra’s Student Policy Prohibiting Discriminatory Harassment, Relationship Violence, and Sexual Misconduct (available at http://hofstra.edu/sexualmisconduct), please contact the Title IX Officer for Student Issues at (516) 463-5841 or StudentTitleIX@hofstra.edu or Public Safety at (516) 463-6606. Confidential resources and support are also available from medical and counseling professionals in the Student Health and Counseling Center (516-463-6745) and clergy in the Interfaith Center.

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

If you believe you need accommodations for a disability, please contact Services for Students with Disabilities(SSD). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University. Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SSD is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate. Since accommodations may require early planning and are not retroactive, please contact SSD as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best
implemented in each course. For more information on services provided by the university and for submission of documentation, please contact Services for Students with Disabilities, 212 Memorial Hall, 516-463-7075.

UNIVERSITY ACADEMIC HONESTY POLICY

• Hofstra University Honor Code: “As a member of the Hofstra community I pledge to demonstrate integrity and ethical behavior in all aspects of my life, both inside and out of the classroom. I understand that I am accountable for everything I say and write. I will not misrepresent my academic work, nor will I give or receive unauthorized assistance for academic work. I agree to respect the rights of all members of the Hofstra community. I will be guided by the values expressed in the P.R.I.D.E Principles. I accept the responsibility to follow this Honor Code at all times.”

• Honor Code Short Form: “I pledge on my honor that I have done this work with honesty and integrity, without giving or receiving unauthorized assistance.”

• Academic Honesty: Plagiarism and other forms of academic dishonesty are serious ethical and professional infractions. For information regarding Hofstra’s statement of principles with respect to academic honesty, examples of violations, procedures for handling violations, as well as a student’s right to appeal a charge, see Faculty Policy Series #11 for undergraduate students (http://www.hofstra.edu/pdf/Faculty/Senate/senate_FPS_11.pdf) and Faculty Policy Series #11G for graduate students (http://www.hofstra.edu/pdf/Faculty/Senate/senate_FPS_11G.pdf).

ABSENCES FOR RELIGIOUS OBSERVANCES

Hofstra University recognizes that students and/or faculty may from time to time miss class due to religious observances. Students who anticipate missing class for this reason should notify faculty members in advance. Likewise, faculty members who anticipate missing class for religious observance should notify students in their classes. As per Faculty Policy Series 12 (B): “No student shall be expelled or refused admission to Hofstra University because he or she is unable to participate in any examination, study or work requirement because of his or her religious obligations and practices. However, all students are expected to complete all assignments and examinations. It is understood that no adverse or prejudicial effects shall result to any student who avails him or herself of religious observances. The University, faculty, and student shall work together to achieve a reasonable accommodation concerning any conflicts between educational and religious obligations.”

In accordance with New York State Law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of that absence on any particular day or days.
STUDENT ACCESS SERVICES

If you believe you need accommodations for a disability, please contact Student Access Services (SAS). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University.

Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SAS is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate.

Please note that accommodations may require early planning and are not retroactive; please contact SSD as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course. For more information on services provided by the university and for submission of documentation, please contact the Student Access Services, 107 Student Center, 516-463-7075

DEADLINES

Please be mindful of University deadlines. See the Fall 2018 Academic Calendar.

UNIVERSITY POLICY ON CLASSROOM CONDUCT

Classroom Code of Conduct for Students is covered by FPS #50 at http://www.hofstra.edu/PDF/Senate_FPS_50.pdf

GRADE APPEAL POLICY

Grade appeal policy is covered by FPS #42 at http://www.hofstra.edu/PDF/Senate_FPS_42_zarb.pdf
HOFSTRA UNIVERSITY
ZARB SCHOOL OF BUSINESS
IMS 180 MOGUL SIMULATION QUARTERLY REPORT FORM

TEAM NUMBER:

QUARTER NUMBER:

TEAM MEETINGS (Actual face-to-face meetings, not virtual meetings)

In-Class Meeting
Date                          Members Attending (full names)

Out-of-Class Meetings
Date       Time           Members Attending (full names)

CURRENT STRATEGY:
(Don’t simply summarize your decisions, explain why they were chosen.)