



MIS 383N.13 MANAGING INNOVATION
IN A GLOBAL COMPANY

SPRING 2013

Instructor	Professor Sirkka L. Jarvenpaa Dept. of Information, Risk, and Operations Management (IROM)
Class Times and Location	Tuesdays & Thursdays, 11-12:30 p.m., GSB 3.104
Office	CBA 6.480
Office Hours	Immediately after class and by appointment
Phone/Fax	TEL: (512)-471-1751; CELL: (512) 415-8570
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Course Overview and Objectives

How do companies successfully innovate in global, distributed, and open environments? Clearly there is no “one best way” to manage innovation including open innovation. This course gives you a rich understanding, thinking tools, and hands-on experience how to manage open innovation in large, established organizations as well as in small start-ups operating in and leveraging global distributed environments for greater organizational effectiveness. We will examine both opportunities and risks and how to manage them in a variety of contexts.

The course consists of several modules. The first module provides an overview of open innovation concepts, models, tools, and systems. The second module examines radical innovation creation, management, and organizing including the role of information technology. The third module examines the collaboration and governance structures in innovation management. The fourth module examines cultural, legal, and ethical challenges. The final module examines special topics (e.g., crowdfunding). Learning will take place from case analyses, readings, independent research, guest lectures, class discussions, and hands-on experiences in open innovation communities. The team project is a semester long project that involves setting up and running an Innovation Tournament with a company.

In this course, the students learn to:

- Understand the various ways that global organizations set up their innovation units physically and virtually, how the units evolve with their leadership and focus, and how to leverage diverse resources internally and externally
- Appreciate the broad spectrum of evolutionary and radical innovation models and how they are developed and implemented in the context of different types of innovations involving technology, processes, products, business models, services in large and small organizations
- Understand how open innovation models differ from closed models, develop appropriate governance and collaboration structures, and realize the opportunities from open innovation

- Learn through hands-on experience how to design, organize, facilitate, and document a crowdsourcing challenge
- Understand the intellectual property issues (e.g., trade secrets, patents, copyrights), competition issues, technology transfer issues in open innovation models and open source
- Understand how open innovation models vary by countries and by different institutional environments

About the Instructor

Sirkka L. Jarvenpaa is the James Bayless/Rauscher Pierce Refsnes Chair in Business Administration at the University of Texas at Austin. She also serves as Finnish Distinguished Professor at Aalto University, Finland, 2008-2012. She was the holder of the distinguished Marvin Bower Fellowship at Harvard Business School in 1994. She has held visiting appointments at Sloan School of Management, Massachusetts Institute of Technology, Hong Kong University of Science and Technology, China; University of Melbourne, Australia; Helsinki University of Technology, Finland; City University of Hong Kong, China; and Queens University, Canada. At the University of Texas at Austin, she serves as Director of the Center for Business, Technology and Law. She is a frequent contributor in industry forums on innovation, business strategy, and information technology.

Required Readings

- We organize our Harvard Business School cases as an electronic course packet at the Harvard Publishing site: <https://cb.hbsp.harvard.edu/cbmp/access/16726268>. You need to register and then purchase the electronic packet by following the link above. A printed, bound course pack is optional and can be ordered for an additional charge after you purchase the electronic packet. We will have a separate exam packet consisting of a case used for the mid-term exam. Details of the exam will be announced later.
- Two European cases (used in Session 21 and Session 25) need to be purchased separated from European Case Clearing House (ECCH) at <http://www.ecch.com/educators/>. You need to search for the two cases by their titles at ECCH site and then purchase them electronically.
- Other readings and cases are available on the course's [Blackboard](#).
- Additional readings may be handed out in class.

Blackboard Site

This course is hosted on the UT Blackboard site
<https://courses.utexas.edu/webapps/login/>

The latest version of the syllabus and documents are updated on this site. **Rely on this site for information on the course (not the printed syllabus handed out in class).**

Supplementary Readings

The following readings provide useful information on innovative companies and innovative regions of the world. Please browse at your convenience. Links to these

readings are uploaded to the Blackboard site (Course Documents\Supplementary Readings)

- [World Economic Forum, The Global Competitiveness Report 2012-2013](#)
- [Fortune's Most Admired Companies \(Filtered by Innovation\) \(2012\)](#)
- [Fast Company - The World's 50 Most Innovative Companies \(2012\)](#)
- [Forbes – The World’s Most Innovative Companies \(2012\)](#)
- [The Wall Street Journal Technology Innovation Awards \(2012\)](#)
- [Time Magazine's 50 Best Inventions \(2012\)](#)
- [Popular Science - Inventions of the Year \(2012\)](#)

Office Hours

Office hours follow each class. At other times, the instructor will hold office hours by appointment. Please email me Sirkka.Jarvenpaa@mcombs.utexas.edu for appointment.

Course Requirements and Grading

The written assignments will be (1) two short individual case write-ups, (2) mid-term exam, (3) a personal blog on open innovation, and 4) summary of semester-long team project. The case write-ups and the mid-term exam represent your independent work. The blog can be completed individually or in pairs.

Grading

Percent	Requirement	Due Date
25%	Class Participation	Throughout the semester
15%	Written case study analyses (individual)	At the beginning of class; Jan 29 (Tuesday), Feb 26 (Tuesday)
10%	Open Innovation Blog (individual/pairs)	Email two candidate topics by February 14 (Thursday). Blog posted no later than March 7 (Thursday), 5 p.m.
20%	Take-Home Mid Term Exam (individual)	Distributed on April 2 (Tuesday); due by April 5 (Friday), 5 pm
30%	Semester Team Project (5 member team)	Discussions with the sponsor company start the second week of semester. Presentations during the last two sessions of the semester. Final report due on May 10 (Friday), 5 p.m.

Class Participation

For class discussion to be useful for everyone's learning, it is absolutely critical that you read assigned materials BEFORE coming to the class session. This includes both the case studies and the readings.

Your preparation should include the following three things:

1. What does each assigned reading or case say? What is the central issue/theme/point that is conveyed?
2. What have you learned? What has it added to your knowledge/understanding of the subject? What connections did you make to your own experience?
3. Tie the reading or case to the larger set of materials on the subject in the course

The evaluation will be based on substantive contribution to your and other students' learning experience, not merely on the quantity of words spoken. Evidence that you have prepared for class and are able to offer interpretations of the readings will be important. Thorough preparation of each case will be especially important for you to be able to contribute to the class. If you are a little shy, try to make at least one contribution per class. If you do not feel you are able to contribute to class as much as you'd like, please talk to the instructor.

You are encouraged to ask questions and come to class with questions prepared. Good questions reflect good thinking about the course materials, life experiences, and one's self. Asking questions helps you integrate concepts and practice.

To help motivate you to prepare, I will "cold call" students at the beginning of class, so it is vital that you read the case and other readings and think about them prior to class.

If you are unable to attend a particular class, you need to write up answers to the case discussion questions to avoid penalizing your participation grade (1 to 2 page write-up). If there is no case discussed on a given day, you need to provide a summary and critique of the readings for that day.

Written Case Study Analysis (individual assignment)

Two times during the semester, students will submit an individually prepared and written case analysis for evaluation. This will be a maximum of 3 pages in length (double-space typed) and to be posted on BLACKBOARD before the beginning of the class session.

Mid Semester Take Home Exam (individual assignment)

This take-home exam is an individual assignment and you should discuss neither the case nor the exam questions with others in class.

The exam is based on a case study. The case study will be distributed to you three days before the exam is due. The questions that you will be asked to answer will be similar to the ones posed as discussion questions throughout the course.

The exam will test your (1) understanding of the various concepts, frameworks, and models you learned from the course (2) ability to organize and illustrate the concepts, frameworks, and models, and (3) ability to apply (1) and (2) to produce a critical analysis

and synthesis of the case study. Remember that there are no “correct” answers to the exam questions. The grading will be based on your understanding of the issues and solutions and how you use the relevant materials learned in class and introduced in readings to justify and explain your arguments and recommendations. It is also intended to assess if you realistically understand what it takes to manage innovation effectively in global and distributed settings.

The take home case and questions will be handed out on Tuesday April 2. There is no class on Thursday April 4. The exam answers are due by Friday 5 p.m. on April 5. Please submit to BLACKBOARD.

Semester Long Project (Innovation Tournament) (team project)

The purpose of this assignment is for you to gain hands-on experience in managing an open innovation competition. With four other students, you are asked to work with the company to design, organize, facilitate and document an open innovation crowdsourcing challenge. Each team will have access to a vendor-provided crowdsourcing platform (Bright Ideas) to support the effort. The crowdsourcing event will occur in mid spring for three to seven days (your and sponsor’s choice). However, many activities have to be completed before running the Challenge.

Setting up the Innovation Tournament involves at least the following:

- Craft the scope and focus of innovation challenge problem (e.g., what innovative cloud based services can be provided to our customers). Also decide on what rewards and whether any monetary rewards will be made available to winning solutions (in consultation with the company).
- Decide who all will be invited (areas of expertise needed, customers, suppliers, functions, etc.) to participate in the innovation challenge [inside the company or outside the company (suppliers and/or customers)]
- Specify the guidelines for participation and how the challenge winners will be determined and or how top contributors will be determined.

Running the Innovation Tournament involves many activities, among them tasks to

- Market the challenge (including how to reach the potential participants)
- Mobilize participants to the challenge
- Contact (via email) all potential participants, inviting them to participate and informing them about the tournament terms and conditions.
- Answer questions
- Manage the judging process
- Communicate the outcomes of the challenge to the participants, company, and others as needed
- Document the outcomes of the challenge.

In addition the team is expected to conduct independent research on the company’s challenge to provide deeper solutions and answers than can be expected to be provided by the crowd.

The final project paper should be 5 to 7 pages (double spaced, 12 point font, not counting exhibits). The paper should summarize the motivation, design, management, and outcomes of the Innovation Tournament along with the team's independent research, lessons learned and recommendations for the company. An in-class presentation of the final project (20 minutes) will be required during the final two class periods. The team presentation should cover both the Innovation Tournament and the independent research. Post the PowerPoint presentations and final project paper to Blackboard.

Open Innovation Blog (individual/pair assignment)

For this assignment, you will pick an aspect of crowdsourcing/idea competition/open innovation on which you conduct independent research to support the team project (Innovation Tournament). This assignment requires you to do independent research on different idea innovation competitions and platforms. The research will be presented in the form of a blog. The blog is targeted to a general management audience (MBA audience). The goal is to create a page that addresses one of the key challenges and problems that the company you are working with on the Innovation Tournament (and companies generally) has trouble with. Among the challenges (but not limited to) are: (1) how to create a successful challenge question, (2) how to match crowds to challenges, (3) how to design and execute rewards, (3) how to judge the ideas, (4) how to transfer ideas to the company, (4) how to make the challenge crossfunctional/interdisciplinary, (5) how to come up with a recruitment plan. You will also give a 5 minute in-class presentation. You are also asked to comment briefly on your classmate's blogs. The objectives are to (1) conduct independent research on a key aspect of open innovation, and (2) blog about it in an effective way, and (3) learn through other students' blogs.

This assignment can be completed individually or in pairs. Individual blogs should be roughly equivalent to 4 pages or more of double spaced text plus figures, graphics, tables, boxes as appropriate. The pair assignment should be roughly equivalent to 6 or more pages of double spaced text plus figures, graphics, tables, boxes as appropriate.

- 1) See Digital Innovation Blog Assignment on Blackboard for details.
- 2) Email me two candidate topics **by February 14** in order of preference. Provide a couple of sentences for each candidate: why is the topic a good choice for the assignment?
- 3) Post a blog on Blackboard by March 7, 5 p.m.
- 4) Be ready to present after March 18

Course Schedule

Session/Date	Cases	Readings
INTRODUCTION (topics, expectations, resources)		
Session 1 Jan 15 <i>Course Overview</i> <i>Course Requirements</i>		<ul style="list-style-type: none"> Schweitzer, F.M., Buchinger, W. Gassmann, O., Obrist, M. "Crowdsourcing: Leveraging Innovation through Online Idea Competitions," Research-Technology Management (55:3), May-June 2012, pp.32-38. (Blackboard)
OPEN INNOVATION MODELS (open innovation, user innovation, crowdsourcing, open source, etc)		
Session 2 Jan 17 <i>Open Innovation Concepts</i>	Case: Chafkin, M, "The Customer is the Company." <i>Inc. Magazine, 2008</i> (Blackboard)	<ul style="list-style-type: none"> Hansen, M.T., and Birkinshaw, J. "The Innovation Value Chain," Harvard Business Review (85:6) 2007, pp 121-130. (Blackboard)
Session 3 Jan 22 <i>Open Innovation Models</i>	Case: Huston, L. and Sakkab, N. "Connect and Develop: Inside Procter & Gamble New Model for Innovation," Harvard Business Review, 2006 (Blackboard)	<ul style="list-style-type: none"> Chesbrough, H. "Open Innovation: Where We're Been and Where We're Going," Research-Technology Management (55:4), July-August 2012, pp. 20-27 (Blackboard) Von Hippel, E, Ogawa, S, De Jong, J.P.J. "The age of the consumer-Innovator", MIT Sloan Management Review (53:1), Fall 2011, pp. 27-35. (Blackboard)
Session 4 Jan 24 <i>Innovation Tournaments</i>	Case: InnoCentive.com (A) (Harvard Packet)	<ul style="list-style-type: none"> Boudreau, K.J., and Lakhani, K.R. "How to Manage Outside Innovation," MIT Sloan Management Review (50:4), summer 2009, pp 70-76. (Blackboard) <p>SKIM</p> <ul style="list-style-type: none"> Kaganer, V, Carmel, E., Hirschheim, R., Olsen, T. "Managing the Human Cloud," Sloan Management Review (54:2), Winter 2013, pp23-32. (Blackboard)
Session 5 Jan 29 <i>Open Innovation Challenges</i>	Case: OpenIDEO (Harvard Packet) Case Writeup Due	<ul style="list-style-type: none"> Benkler, Y. "The Unselfish Gene," Harvard Business Review (89:7/8), July-August 2011, pp. 76-85. (Blackboard)
Session 6 Jan 31 <i>Setting up and Running Innovation Tournaments</i> <i>Introduction to Bright Idea Platform</i>	Guest Speaker: Ann Majchrzak, University of Southern California	<ul style="list-style-type: none"> Morgan, J. and Wang, R." Tournaments for Ideas," California Management Review (52: 2), 2010, pp.77-97. (Blackboard) Ebner, W., Leimeister, J.M., Krcmar, H. "Community Engineering for Innovations: The Ideas Competition as a method to Nurture a Virtual Community for Innovations," R&D Management (39:4), 2009, pp.342 - 356. (Blackboard)

Session/Date	Cases	Readings
RADICAL BUSINESS INNOVATION CAPABILITY DEVELOPMENT AND MANAGEMENT (structures, processes, key roles, culture, technologies, platforms, etc)		
Session 7 Feb 5 <i>Organizing for Radical Innovation</i>	Case: Ross, J.W., and Beath, C.M. "USAA: Organizing for Innovation and Superior Customer Service," MIT Center for Information Systems Research (CISR) Working Paper #382, 2011. (Blackboard) Guest Speaker: Mick Simonelli, USAA	<ul style="list-style-type: none"> O'Reilly, Charles A., I., and Tushman., M.L. "The Ambidextrous Organization," Harvard Business Review (82:4), April 2004, pp 74-81. (Blackboard)
Session 8 Feb 7 <i>Business Model Innovation</i>	Case: Netflix (Harvard Packet)	<ul style="list-style-type: none"> Christensen, C.M. and Overdorf, M. "Meeting the Challenge of Disruptive Change," Harvard Business Review (78:2), March-April 2000, pp. 66-76. (Blackboard) Teece, D.J. "Business Models, Business Strategy and Innovation," Long Range Planning (43:2-3) 2010, pp 172-194. (Blackboard)
Session 9 Feb 12 <i>Platforms, Roles, Responsibilities for Radical Innovation Processes</i>	Case: BMW AG: The Digital Auto Project (A) (Harvard packet)	<ul style="list-style-type: none"> Grönlund, J., Sjödin, D.R., and Frishammar, J. "Open Innovation and the Stage-Gate Process: A Revised Model for New Product Development," California Management Review (52:3), Spring 2010, pp 106-131. (Blackboard) de Jong, J., and de Bruijn, E. "Innovation Lessons from 3-D Printing," MIT Sloan Management Review (54:2), Winter 2013, pp 43-52. (Blackboard)
Session 10 Feb 14 <i>Innovating with IT</i>	Case: Business Intelligence at Guthy-Renker: The Promise and Challenges of Sensing the Pulse (Blackboard)	<ul style="list-style-type: none"> Anderson, E.T., and Simester, D. "A Step-by-Step Guide to Smart Business Experiments," Harvard Business Review (89:3) 2011, pp 98-105. (Blackboard) Lohr, S. "The Age of Big Data," New York Times, February 2012 (Blackboard)
Session 11 Feb 19 <i>IT Revolutionizing the Innovation Process</i>	Case: Building Watson: Not So Elementary, My Dear! (Harvard Packet)	<ul style="list-style-type: none"> Brynjolfsson, E., and McAfee, A. "Winning the Race with Ever-Smarter Machines," MIT Sloan Management Review (53:2), Winter 2012, pp 53-60. (Blackboard)

Session/Date	Cases	Readings
COLLABORATION AND GOVERNANCE FOR INNOVATION (the arrangements of coordination and control to enable transactions and collaboration)		
Session 12 Feb 21 <i>In-house Knowledge Networks for Innovation</i>	Case: Global Knowledge Management at Danone (A) (Harvard Packet)	<ul style="list-style-type: none"> McDermott, R., and Archibald, D. "Harnessing Your Staff's Informal Networks," Harvard Business Review (88:3) 2010, pp 82-89. (Blackboard) Whelan, E. et al. "Creating Employee Networks that Deliver Open Innovation," MIT Sloan Management Review, Fall 2011, pp. 37-44. (Blackboard)
Session 13 Feb 26 <i>Lead User Models / Customer Communities</i>	Case: National Instruments LabView Community: Social Business for a B-to-B (Blackboard) Guest Speaker: Keri Pearlson Case Write-up Due	<ul style="list-style-type: none"> Antorini, Y.M., Muñiz, A.M., and Askildsen, T. "Collaborating with Customer Communities: Lessons from the Lego Group," MIT Sloan Management Review (53:3), Spring 2012, pp 73-79. (Blackboard)
Session 14 Feb 28 <i>Evaluating External and Internal ideas</i>	Guest Speaker: Deirdre Walsh, Jive Software	<ul style="list-style-type: none"> Alexy, O., Criscuolo, P., and Salter, A. "Managing Unsolicited Ideas for R&D," California Management Review (54:3) 2012, pp 116-139. (Blackboard) Di Gangi, P.M., Wasko, M.M., and Hooker, R.E. "Getting Customers' Ideas to Work for You: Learning from Dell How to Succeed with Online User Innovation Communities," MIS Quarterly Executive (9:4), December, pp 213-228. (Blackboard)
Session 15 Mar 5	Open Innovation Blog	
Session 16 Mar 7	Open Innovation Blog	
SPRING BREAK		
Session 17 Mar 19 <i>R&D Centers in Global Companies</i>	Case: Pfizer Inc, Building an Innovation Center (Harvard Packet)	<ul style="list-style-type: none"> DeSanctis, G., Glass, J.T., and Ensing, I.M. "Organizational Designs for R&D," The Academy of Management Executive (16:3), August 2002, pp 55-66.(Blackboard)
Session 18 Mar 21 <i>The Location Decision of R&D Center</i>	Case: SAP: Establishing a Research Center in China (Harvard Packet)	<ul style="list-style-type: none"> Kuemmerle, W. "Building Effective R&D Capabilities Abroad," Harvard Business Review (75:2) 1997, pp 61-70. (Blackboard)
Session 19 Mar 26 <i>Challenges in Established Firms</i>	Case: BP's Office of the CTO (Harvard packet)	<ul style="list-style-type: none"> Wilson, K., and Doz, Y.L. "10 Rules for Managing Global Innovation," Harvard Business Review (90:10) 2012, pp 84-90. (Blackboard)
Session 20 Mar 28 <i>Challenges in Innovation Ecosystems</i>	Case: Myelin Repair Foundation: Accelerating Drug Discovery Through Collaboration (Harvard Packet)	<ul style="list-style-type: none"> Ring, P.S., Doz, Y.L., and Olk, P.M. "Managing Formation Processes in R&D Consortia," California Management Review (47:4), Summer 2005, pp 137-156. (Blackboard)

Session/Date	Cases	Readings
Session 21 Apr 2 <i>Challenges in Small Firms</i>	Case: Quilts of Denmark: Managing Open Innovation in a Low-Tech Industry SME (Need to be purchased separately from ECCH at http://www.ecch.com/educators/)	<ul style="list-style-type: none"> • Lowrey, A., "Why Small Businesses Aren't Innovative," 2011 (Blackboard) • Hogg, S., "Why Small Companies Have the Innovation Advantage", 2011 (Blackboard)
Session 22 April 4 EXAM		TAKE HOME EXAM
CULTURAL, LEGAL, and ETHICAL ISSUES (Barriers to open innovation and how to overcome them)		
Session 23 Apr 9 <i>Innovation vs. Imitation</i>	Case: From Imitation to Innovation: Zongschen Industrial Group (Harvard Packet)	<ul style="list-style-type: none"> • Shenkar, O. "Imitation Is More Valuable Than Innovation," Harvard Business Review (88:4) 2010, pp 28-29. (Blackboard) • Canaves, S. & Ye, J., "Imitation Is the Sincerest Form of Rebellion in China," Wall Street Journal, January 22, 2009 (Blackboard)
Session 24 Apr 11 <i>IP Marketplaces</i>	Case: Ocean Tomo: Building a Market for Intellectual Property (Harvard Packet)	<ul style="list-style-type: none"> • Alexy, O., Criscuolo, P., and Salter, A. "Does IP Strategy Have to Cripple Open Innovation," MIT Sloan Management Review (51:1), Fall 2009, pp 71-77. (Blackboard) <p>SKIM</p> <ul style="list-style-type: none"> • Hagedoorn, J., and Ridder, A.-K. "Open Innovation, Contracts, and Intellectual Property Rights: An Exploratory Empirical Study," UNU-MERIT Working Paper Series #025, 2012. (Blackboard)
Session 25 Apr 16 <i>Open Source: Appropriating Value</i>	Case: Microsoft Love-Hate with Open source (Need to be purchased separately from ECCH at http://www.ecch.com/educators/)	<ul style="list-style-type: none"> • Chesbrough, H.W. and Appleyard, M.M. "Open Innovation and Strategy," California Management Review, 50, 1, 2007. (Blackboard)
SPECIAL TOPICS: VIRTUALIZATION... TEAMS, ENTREPRENEURSHIP, FUNDING (special challenges with virtual innovation processes and virtual context)		
Session 26 Apr 18 <i>Managing Distributed Global Teams</i>	Case: Managing a Global Team: Greg James at Sun Microsystems, Inc (A). (Harvard Packet)	<ul style="list-style-type: none"> • Malhotra, A., Majchrzak, A., and Rosen, B. "Leading Virtual Teams," The Academy of Management Perspectives (21:1), February 2007, pp 60-70. (Blackboard)
Session 27 Apr 23 <i>Virtual Entrepreneurship</i>	Case: Devium's Dash: Crowdfunding a Venture on Kickstarter (Harvard Packet)	<ul style="list-style-type: none"> • Ordanini, A., Miceli, L., Pizzetti, M., & Parasuraman, A. "Crowd-Funding: Transforming Customers into Investors through Innovative Service Platforms," Journal of Service Management, 22(4), 2011, pp.443-470.

Session/Date	Cases	Readings
Session 28 Apr 25 <i>Crowdfunding</i>	Guest Speaker:TBA	<ul style="list-style-type: none"> Schwiebacher, A. and Larralde, B., "Crowdfunding Of Small Entrepreneurial Ventures", Book chapter forthcoming in Handbook of Entrepreneurial Finance (Oxford University Press) (Blackboard)
PRESENTATION WEEK		
Session 29 Apr 30	Final project presentations	
Session 30 May 2	Final project presentations	The complete report on the TEAM PROJECT is due on May 10, 5 pm.

Important Notifications

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://www.mcombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>.