

CALIFORNIA STATE UNIVERSITY, CHICO

College of Business

BADM 495

Senior Seminar in Applied Strategic Decision Making

Spring 2009

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Office Hours: Tuesday/Thursday, 11:00am-12:15pm; 2:00-3:15pm

BADM 495. An interdisciplinary capstone seminar emphasizing the analysis of complex business problems in domestic and global settings. Using a strategic management framework, this course integrates core business knowledge across all functional and decision-support areas to arrive at economically sound, ethically principled, value-adding solutions. The seminar combines lecture, discussion, case analysis, and simulation as principal methods for learning how to effectively manage the business enterprise in competitive environments. ***Prerequisites: Graduating senior standing. Completion of all courses in the Pre-Business core and all other courses in the Upper Division core.***

[Please Note: Any student not meeting the course prerequisites, and students who miss the first class meeting without prior notification of their planned absence, will be disenrolled.]

COURSE OUTLINE

Rationale and Overview

Until relatively recently, the material covered in business strategy, planning, and policy was based on the general concepts of management. Traditionally, managers have been expected to integrate and coordinate the activities of the firm, including its marketing, production, personnel, and finance functions. As a result, they have tended to orient their thinking primarily toward the internal activities of the firm. Today, however, the general concept of management is proving to be inadequate (or, at best, incomplete). Managers are becoming increasingly aware of the importance of complex, ever-changing external forces that significantly affect the performance of their organizations. Accordingly, they must expand their concept of management in order to cope better with those forces that influence their managerial lives.

In recognition of and in response to the expanding demands on contemporary managers, the traditional capstone course has evolved into an integrative course in strategic management. Strategic management is the decision process that links an organization's internal capabilities with the external opportunities and threats it faces in its environment. It is an on-going process of analysis, planning, and action that attempts to keep a firm aligned with its environment while capitalizing on organizational strengths and environmental opportunities while minimizing or avoiding organizational weaknesses and environmental threats. Strategic management creates, forms, and specializes the firm in terms of the products it produces, the processes it uses to produce them, the markets it serves, and the policies that guide its activities. Strategic management is the decision-making process that formulates strategic plans, acquires resources, allocates resources to organizational units, and uses strategic control to ensure that the plans are carried out and that the goals and objectives are achieved. As a forward-looking approach, strategic management provides the basis for adapting the organization to the vagaries of an unpredictable, turbulent environment and for more effectively and efficiently achieving the firm's performance objectives.

Course Objectives

BADM 495—Senior Seminar in Applied Strategic Decision Making—is intended to be a challenging and exciting capstone course for the undergraduate business school curriculum. It is first and foremost a course about "strategy" and the creation of "economic value." The course centers around the theme that a company achieves sustained success if and only if its managers (1) develop, and revise as needed, an action-oriented strategic plan, and (2) implement and execute the plan with some proficiency. We shall stress how and why a well-formulated, well-executed strategy nearly always produces above-average business performance.

This course is multidisciplinary and highly integrative. After the somewhat more definitive subjects you have been studying in previous semesters, you will probably have to make large adjustments in both how you approach this course and how you approach and absorb its concepts. Indeed, this course not only serves the function of trying to integrate much of the knowledge gained in other business courses, but it is also a "big picture" course, a trait that makes it a truly different kind of course from other business administration courses. Virtually all of the other required and elective courses you have taken were concerned with a specific functional area (e.g., production, marketing, finance, accounting, human resources), and/or well-defined and specialized body of knowledge (e.g., economics, statistics, business law, information systems). In contrast, the problems and issues of strategy formulation and strategy implementation cover the whole spectrum of business and management. Many variables and situational factors must be dealt with simultaneously. Weighing the pros and cons of strategy entails a total enterprise perspective and a talent for judging how all of the relevant factors add up.

Strategic management not only integrates most of the business disciplines covered in previous courses, but it is an emerging field of study in its own right. As I see it, the central task of this course is to drive home what the strategic and administrative roles and tasks of management are, to introduce you to what strategy means, to lead you through the ins and outs of formulating and implementing a strategic plan, to get you into the habit of automatically reviewing a firm's situation and reappraising the need for strategy revision, and to explore the "hows" and "whys" of the analytical techniques which have recently come to the forefront. The overriding pedagogical objective is to sharpen your abilities to "think strategically" and to diagnose situations from a strategic perspective.

Accomplishing this objective entails introducing you to how an enterprise must in fact deal with all of the complexities and constraints of the environments in which it operates, why these cannot be assumed away or ignored, and how they affect strategic decisions. It means giving you exposure to and some experience in trying to grapple with the many frustrating administrative dilemmas of managing the total enterprise. It means drilling you thoroughly in the tools of strategy analysis and exercising you in the managerial task of sizing up a company's strategic position. It means teaching you how to use your knowledge of the various functional disciplines as tools for analysis and evaluation, and to do so in ways that meet the needs of strategic management. It means systematically exposing you to the rigors of industry and competitive analysis, to the process of formulating an attractive strategic plan, and to the varied administrative tasks associated with implementing the chosen strategy as well as circumstances permit. It means helping you learn to assess strategic pluses and minuses and develop a stronger sense of business judgment. It means giving you some practice in putting all the pieces of the business puzzle together and in looking at things from an overall company point of view. In charting a firm's course for long-term success, you will find that there are no obviously correct answers—only difficult choices.

Accordingly, I have established the following objectives of student achievement in this course:

1. To appreciate the perspective and responsibilities of the Chief Executive Officer (CEO), and how they differ from those of functional managers; in other words, to learn how to manage *strategically* (as opposed to functionally, or operationally).
2. To be able to integrate the knowledge gained in earlier core business administration courses and to apply the concepts and analytical tools learned in previous semesters, as well as in this one.
3. To demonstrate an ability to cope with and use incomplete, partial, or conflicting information; recognize and assess contradictory data; identify unreliable data; separate symptoms and causes from problems and issues; make realistic assumptions and collect relevant diagnostic information; and develop complicated reasoning chains supported by assumptions and evidence.
4. To develop your capacity to identify strategic issues, to distinguish between strategic issues and tactical concerns, to identify relevant strategic options, and to adequately assess the likely consequences of alternative courses of action—in other words, to build your skills in conducting a strategic analysis by formulating and critically evaluating a strategic plan for an organization, and by recommending and implementing a viable course of action.
5. To appreciate the difficulties and realities of strategic management in larger, diversified, or multinational corporations.
6. To improve your ability to present and defend recommendations, to use your intuition to reach defensible assessments and interpretations, or argue persuasively for a point of view, recognizing that no set of strategies is necessarily "correct."
7. To successfully participate and compete in a rigorous, team-based strategic management simulation.

Texts and Materials

The required text, materials, and resources for this course are:

- Harrison & St. John, *Foundations in Strategic Management*. 4th Ed. Thompson-South-Western, 2008 [ISBN 13: 978-0-324-36226-8].
- *GLO-BUS* [on-line business simulation] registration (at www.glo-bus.com)

Additionally, the regular (or even occasional) reading of the following periodicals is strongly recommended for those business students wishing to become “students of business”:

- *Business Week, Fortune, The Economist, Wall Street Journal*
- The "Business" section of a regional or metropolitan newspaper (e.g., San Francisco *Chronicle*, Sacramento *Bee*)

Reading Assignments

The reading assignments for each week are shown in the accompanying schedule of topics, assignments, and activities. Not surprisingly, those who take the reading seriously understand the course material better and have less difficulty in the other elements of the course. Reading assignments and the course material contained within the texts are the responsibility of the students as part of their contractual obligation in the learning experience of this course. Lectures and discussions are designed to supplement and elaborate upon the assigned readings and textbook content; do not expect lectures or discussions to merely be a "re-hash" or restatement of the contents of the text. Discussions of current events and issues in business are an integral part of this course.

Participation and Attendance

To the extent possible due to the size of the class, this course will be structured as a seminar. The success of the seminar is dependent upon each student being prepared and actively contributing to the discussion. Therefore, it is imperative that each student attends class fully prepared, willing and able to offer analytical insights, constructive criticism, and encouraging support.

This is a performance-based capstone course in which the student is evaluated on his or her ability to unequivocally demonstrate the skills, understanding, and competence expected and required of someone about to graduate with a bachelor's degree in Business Administration. Due to the fact that participation in class discussion is expected because it is, simply, "the right thing to do," each student should strive to contribute actively and significantly to the discussion of the day's scheduled topics. You should, therefore, make a conscientious effort to attend every class and to be sufficiently prepared to make meaningful contributions to the seminar. Merely coming to class is not sufficient! Simply put: Don't miss class! Understandably, there are circumstances (e.g., job interviews, family matters, etc.) that may cause you to miss class; nevertheless, excessive absences inevitably lead to deteriorating performance. As a matter of common courtesy, arrive to class on time. Make sure all electronic devices (e.g., cell phones) are turned off prior to the beginning of class. ***While liquid refreshments are allowed, the consumption of food is not.***

The quality of class participation is more important than the quantity, and the following points tend to characterize effective participation:

1. Are the points made substantive and relevant to the discussion? Are they linked to the comments of others?
2. Do comments show the participant has been listening?
3. Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
4. Is the participant willing to interact with other class members?
5. Do comments show evidence of analysis?
6. Do comments add to our understanding of the situation?
7. Does the participant distinguish among different kinds of data (i.e., facts, opinions, beliefs, etc.) and between positive and normative analysis?
8. Is there a willingness to test new ideas or are all comments "safe?"

Unless you participate, I guarantee that you will not learn very much. Since true learning comes from discovery, you will learn much more by taking personal risks and continually testing your ideas. I would much rather you made poor arguments (at first) than none at all; that way you will at least learn from others' comments and improve the next time around. You will also find that the more prepared you are, the easier it will be to participate more effectively. Everything is discussed in class is proper grist for your participative mill, and open to question, dissection, challenge, debate, and (perhaps) even laughter.

A Further Note on Cell Phones: Turn them OFF (and not just merely switch them to “vibrate”)!! Because cell phone usage in my classroom is considered unprofessional, uncivil, and disrespectful conduct, there is a “no tolerance” policy regarding cell phone usage (including text messaging). The first instance of a violation of this policy will result in a “fair warning;” subsequent violations will incur a one-half grade deduction *for the course* for each instance of noncompliance.

Strategic Management Simulation

This course allows graduating students to demonstrate how well they have mastered the art and science of business administration by providing them with an opportunity to administer a business in a simulated competitive environment. This business simulation experience is designed to provide participants with the opportunity to integrate the concepts and skills learned within the undergraduate Business Administration program, as well as the strategic management concepts and skills learned in this course.

A first-class, rigorous business simulation is an ideal way to create and implement an integrative, sequential decision-making learning environment. Moreover, it will challenge students to demonstrate what they have made of themselves (and what we have helped them to become) as business professionals. This experience is intended to be action- and results-oriented, and students will be required to take responsibility for their strategic plans, actions, and recommendations in a way that could not be matched by more traditional pedagogy.

The strategic management simulation was designed to provide a challenging, complex, internationalized decision-making exercise to students of business administration. It requires participants (working as management teams) to make decisions in each of the functional areas, and to integrate those decisions for the purpose of meeting the firm's overall goals and aspirations. Participation in the simulation requires that a student of business administration review information and techniques that have been learned in other courses and/or in practical on-the-job experience, and put into practice many of the principles of management decision making and strategic planning. To be successful, participants need to adopt the viewpoint of top management in the simulated business firm which they operate. They must carefully specify the goals and objectives which guide their firm's operations, and participants are required to make sequential decisions concerning the operations of their firm as they compete with the management teams of other firms in the industry.

Participants need to utilize their knowledge and experience in order to make certain deductions about the economy in which they are operating and about general relationships which exist within the simulation. These deductions must be combined with knowledge about specific relationships and with the participant's beliefs about the actions that competitors are likely to take. A set of decisions ideally would follow from utilizing a combination of different types of data analysis and forecasting techniques, and from the development of strategies and policies to meet the goals and objectives of the firm.

During the course of the simulation, the participants will encounter a variety of business and economic situations and administrative problems. Students will be able to test and hone their administrative skills in a dynamic simulated business environment of increasing complexity and competitive challenges. In order to successfully cope with these problems, the participants will find it necessary to engage in economic forecasting, sales forecasting, and profit planning. Operations planning and scheduling must be accomplished. Cost analysis, pricing policy formulation, and the development and implementation of marketing programs will be necessary. In addition, participants must prepare and analyze financial reports, cash flow statements, cost and sales analyses reports, and informational reports regarding competitors and the economic/competitive situation. Most participants will probably find it necessary to review basic textbooks and materials from other courses, and to draw from their past experiences in order to effectively complete these activities and effectively compete in a dynamic, uncertain business environment.

At the end of the semester, the overall performance of each team will be based on the team's standing relative to other teams in the simulated industry on a variety of standard performance measures. Each student's individual grade on the simulation will be a function of the team's relative industry standing at the close of the competition; the team's ability to "deliver" on its strategic plan; self- and peer evaluations; and individual performance on on-line quizzes pertaining to the simulation.

On those occasions when teams experience internal disagreements, disputes, personality clashes, or dysfunctional behavior by team members, the team is expected to resolve these management challenges internally (i.e., without individual members running to the instructor to "tattle-tale" on other team members). When a particular team member is engaging in value-destroying "free-rider" behavior, is disruptive, or is simply not acting mature and responsibly as a member of a team, the team is expected to be able to document such behavior, and to make an honest attempt to correct that individual's dysfunctional behavior (by confronting the individual with the documented evidence, and by setting performance objectives for that individual so that the person is given a chance to correct the behavior). If the individual persists in behaving irresponsibly and unprofessionally, the team may "fire" the individual for cause (in which case the individual will be removed from the team and therefore be assigned an "F" for the simulation).

Examinations

Two examinations will be administered, and these examinations will cover subject matter and materials included in the textbook, lectures, and discussions. The only excuse permitted for missing the examinations is illness requiring a doctor's care. The examinations can be made up only after presentation of written verification of illness by an attending physician; in every case, a make-up examination must be completed within one week of the originally scheduled examination date. Make-up examinations are usually more difficult than the original examination; it is always to your advantage to take the examination when it is originally scheduled. ***The scheduled examination date will not be changed under any circumstances, and no late or early examinations will be considered to accommodate the personal plans or activities of individual students.*** Grades on each examination will be calculated by applying the grading scale (see "Evaluation and Grading" below) to the mid-point between a perfect score and the highest student score attained on the exam (in effect, this results in a modified curve that factors in the difficulty of the exam while still maintaining high expectations concerning student performance).

Evaluation and Grading

This is a performance-based capstone senior seminar in which the student is evaluated on his or her ability to unequivocally demonstrate the skills, understanding, and competence expected and required of someone soon to graduate with a bachelor's degree in Business Administration. Accordingly, evaluation will be made via conventional means so that students can judge their level of performance and achievement against accepted undergraduate, university-level, professional school standards. Each student's performance will be evaluated via the following components:

First Examination:	30%
Second Examination:	30%
Strategy Simulation:	40%

Along with the faculty of the College of Business, I regard the achievement of a grade of "B" not as average work, but as highly motivated, competent, undergraduate-level performance. Consistently superior work will earn a grade of "A." A grade of "C" reflects satisfactory work and an acceptable mastery of the concepts and analytical tools discussed in the course. On the other hand, work that shows a consistent lack of understanding, effort, or application--in other words, unsatisfactory undergraduate-level work--will receive a grade of "D" (or less).

As defined in the University catalog, grades reflect the following levels of achievement:

A = superior work; achievement so outstanding that it is normally attained by relatively few students.

B = very good work; achievement clearly better than adequate competence in the subject matter/skill, but not as good as the superior achievement of students earning A's.

C = adequate work; achievement indicating adequate competence in the subject matter/skill. This level will usually be met by a majority of the students.

D = minimally acceptable work; achievement which meets the minimum requirements of the course.

F = unacceptable work; achievement that fails to meet the minimum requirements of the course. [In this course, graduation will be delayed!]

The following grading scale applies to the examinations:

90% - 100%	=	A
80% - 89%	=	B
65% - 79%	=	C
50% - 64%	=	D
below 50%	=	F

Pluses and minuses will be assigned to scores at the extreme upper and lower ends of each range.

You will find that I go out of my way to assist those students who genuinely want to learn, who are not afraid of making mistakes in an effort to learn, and who come to class prepared. Students who take the initiative and use me as a resource are pleasantly surprised at both my availability and eagerness to help them. In my experience, people who do the minimum "just to get by" in fact do not learn much and do not receive a very good grade. If you need a certain grade in this course in order to graduate--or even preserve an "honors level" grade-point average--you will have to put in the extra effort from the beginning of the semester to assure yourself of getting it, rather than "hoping" that you have done well enough by the end of the semester to get the grade that you "need." ***Please note that grades are assigned on the basis of achievement and performance, and not on the basis of effort. Overall, it would not be unusual if the class-average GPA for this course ranges from 2.0 (C) to 2.5 (B-/C+).***

As a general approach, I assume that the opportunity and responsibility for learning are in your hands. I am happy to suggest ideas, serve as a resource, and provide extensive feedback, but if learning takes place, it will be because you decide to make it happen. I expect you to identify your learning goals (beyond the general overview suggested here), pursue them in various ways, and develop a means to communicate that learning to me.

Ethical Standards and the Honor Code

California State University, Chico, has a tradition of respect for students' integrity in academic work. The *Code of Student Rights and Responsibilities* delineates standards and policies of behavior. Faculty expect students to maintain a high standard of academic integrity. If you are unclear about a specific situation, ask! I will explain what is and is not acceptable in my class. A summary of University guidelines appears in the latest edition of the Catalog. You are encouraged to work together in preparing for class, but it is a violation of the "honor code" to secure and use another person's notes or papers to prepare for class or written assignments unless the assignment specifically calls for (and is intended to be) a group effort, submitted by a group, and to be evaluated as a product of a group. ***Any instance of plagiarism will result in an "F" for the course for all parties involved in this ethical lapse.***

Academic Rigor (University Policy Statement)

Academic rigor means the consistent expectation of excellence and the aspiration to significant achievement. It should pervade the entire atmosphere of the University--teaching and learning, curriculum, evaluation of student and faculty, outreach, admissions, advising, and student life.

Rigorous Teaching. Rigorous faculty are role models for the behaviors and accomplishments the University seeks to promote. They demonstrate a high level of professionalism and commitment to the University and to their discipline and inspire in students an excitement about learning. Guiding students toward excellence, they:

- Communicate high expectations and demonstrate them through a demanding syllabus and well-prepared classes.
- Encourage student-faculty contact in and out of class and offer conscientious advising and consistent availability.
- Encourage collaboration and active learning, fully involving students in the learning experience.
- Provide students early, prompt, and frequent feedback and develop appropriate assessment strategies.
- Emphasize time on task, clearly communicate time required for learning, make it clear that full-time study is full-time work, and design learning experiences so that homework matters.
- Develop approaches and strategies geared to diverse talents and ways of learning, while maintaining high standards of accountability.
- Reduce opportunities to engage in academic dishonesty and challenge its occurrence.

Rigorous Learning. Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students:

- Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- Treat fellow students and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- Accept continuing responsibility for learning and for grades earned.
- Approach each class in a professional manner, as if the class were real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
 - Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- Demonstrate complete honesty and integrity.

Individual Assistance

I am available for any individual assistance that you might require. ***You are strongly encouraged to use your instructor as a valuable resource, not only in the classroom but also during office hours.***

Office: Tehama 461

Phone: 898-6289 (Dept. Office-Message: 898-5663)

Hours: Tuesday/Thursday, 11:00am-12:15pm; 2:00-3:15pm

Unfortunately, due to past abuses of the privilege, and out of respect for the instructor's privacy, students may not telephone the instructor at his residence.

SCHEDULE OF TOPICS, ACTIVITIES, EVENTS, AND READING ASSIGNMENTS

DATE	TOPIC/ACTIVITY	READING
Tuesday, January 27	Introduction to the Course	Syllabus
Thursday, January 29	The Concept of Strategy and the Strategic Management Process	Chapter 1
Tuesday, February 3	Economic Value and the Market Value Problem	
Thursday, February 5	Defining the Business Mission/Vision, Establishing Performance Objectives	Chapter 4 Chapter 8: pp. 160-164
Tuesday, February 10	Analysis of the External Environment	Chapter 2
Thursday, February 12	Analysis of the External Environment	Chapter 2
Tuesday, February 17	Analysis of the Internal Environment	Chapter 3
Thursday, February 19	Analysis of the Internal Environment	Chapter 3
Tuesday, February 24	Examination #1 Review: The Strategic Management Process and Internal/External Environmental Analysis	
Thursday, February 26	EXAMINATION #1	
Tuesday, March 3	Business-Level Strategy	Chapter 5
Thursday, March 5	Corporate-Level Strategy	Chapter 6
Tuesday, March 10	GLO-BUS Simulation Overview	Participant's Guide
Thursday, March 12	GLO-BUS Simulation Overview	Participant's Guide
MARCH 16-20	!!! SPRING BREAK !!!	
Tuesday, March 24	International Strategy	Chapter 5, pp. 99-102 Chapter 7, pp. 141-145
Thursday, March 26	Strategy Implementation	Chapter 7
Friday, March 27	GLO-BUS Practice Decision #1, YEAR 6 (Due: 11:59pm)	
Tuesday, March 31	STATE HOLIDAY: CESAR CHAVEZ BIRTHDAY	
Thursday, April 2	Strategic Control and Restructuring	Chapters 8
Friday, April 3	GLO-BUS Practice Decision #2, YEAR 7 (Due: 11:59pm)	

SCHEDULE OF TOPICS, ACTIVITIES, EVENTS, AND READING ASSIGNMENTS (cont.)

DATE	TOPIC/ACTIVITY	READING
Tuesday, April 7	Exam #2 Review: Strategic Choice, Implementation & Control	
Thursday, April 9	EXAMINATION #2	
Tuesday, April 14	Self-Introduction of Simulation Teams via Oral Presentation of Mission Statements; Prepare Decision #1 GLO-BUS Decision #1, YEAR 6 (Due: 11:59pm)	
Thursday, April 16	Analyze Decision #1 Results; Prepare Decision #2	
Friday, April 17	GLO-BUS Decision #2, YEAR 7 (Due: 11:59pm)	
Tuesday, April 21	Analyze Decision #2 Results; Prepare Decision #3 GLO-BUS Decision #3, YEAR 8 (Due: 11:59pm) GLO-BUS On-Line QUIZ #1 (Due: 11:59pm)	
Thursday, April 23	Analyze Decision #3 Results; Prepare Decision #4	
Friday, April 24	GLO-BUS Decision #4, YEAR 9 (Due: 11:59pm)	
Tuesday, April 28	Analyze Decision #4 Results; Prepare Decision #5 GLO-BUS Decision #5, YEAR 10 (Due: 11:59pm)	
Thursday, April 30	Interim Oral Report to the Shareholders; Prepare Decision #6	
Friday, May 1	GLO-BUS Decision #6, YEAR 11 (Due: 11:59pm)	
Tuesday, May 5	Analyze Decision #6 Results; Prepare Decision #7 GLO-BUS Decision #7, YEAR 12 (Due: 11:59pm) Three-Year Strategic Plan (Years 12-14) (Due: 11:59pm)	
Thursday, May 7	Analyze Decision #7 Results; Prepare Decision #8	
Friday, May 8	GLO-BUS Decision #8, YEAR 13 (Due: 11:59pm) GLO-BUS On-Line QUIZ #2 (Due: 11:59pm)	
Tuesday, May 12	Analyze Decision #8 Results; Prepare Decision #9 GLO-BUS Decision #9, YEAR 14 (Due: 11:59pm)	
Thursday, May 14	Analyze Decision #9 Results; Prepare Decision #10	
Friday, May 15	GLO-BUS Decision #10, YEAR 15 (Due: 11:59pm) GLO-BUS Self/Peer On-Line Evaluations (DUE: 11:59pm)	

**SCHEDULE OF TOPICS, ACTIVITIES, EVENTS,
AND READING ASSIGNMENTS
(cont.)**

DATE =====	TOPIC/ACTIVITY =====	READING =====
MAY 18-22	FINAL EXAMINATION WEEK Final Report to the Shareholders Section 80 (8:00am class), Tuesday, May 19, 10-11:50am, SHASTA Section 5 (9:30am class), Tuesday, May 19, 12-1:50pm, GLN 225 Section 9 (12:30pm class), Tuesday, May 19, 2-3:50pm, GLN 308	