

Management of Entrepreneurial Organizations

EMBA 714

Required Text:

EMBA 714 Readings and Case Packet

Course Description:

This course deals with the issues involved in developing and managing entrepreneurial organizations. We will examine why some firms succeed while others fail; stages of growth and organizational effectiveness; and management systems in an entrepreneurial context, such as strategic planning, organizational development, and leadership. We will also examine the transitions entrepreneurs must make as the firm grows.

Learning Objectives:

Upon completion of this course, students will:

1. Be able to recognize successful entrepreneurial practices and be able to analyze those practices
2. Have an understanding of the applications of managerial functions within an entrepreneurial organization
3. Have developed creative and critical thinking in decision processes that affect venture creation and growth
4. Have fostered understanding of entrepreneurship's many forms
5. Have gained the tools needed to become successful entrepreneurs

Course Methodology:

* Readings. I've assigned specific readings of Harvard Business Review Articles in your course outline to form the basis for discussion and complement the cases. Other readings of interest to the course may be given out periodically.

* Case preparation. Cases are assigned for each session. Please prepare notes on all the cases. Note case study questions are attached with this syllabus.

* Independent Research Paper – Entrepreneurial Audit.

* Discussion and Lecture

Grading:

Entrepreneurial Audit	40%
Class Participation & Contribution	40%
Individual Assignments	20%

Course Policies:

1. Students are expected to be prepared to discuss assigned readings. Participation is emphasized and expected. Class contribution may be assessed through a variety of activities, including class discussion, informal presentations, and in-class exercises.
2. The UNLV policy on academic dishonesty, including plagiarism and cheating will be followed.
3. Students requiring assistance due to documented disabilities should contact the Disability Service (DS) for coordination of academic accommodations. Disability Services is located within Learning Enhancement Services, in the Reynolds Student Services Complex, Ste 137. The phone number is 895-0866 (TDD 895-0752)
4. The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect you nor assume any responsibility for violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: <http://www.unlv.edu/committees/copyright>.
5. Late assignments will not be accepted.
6. Absences & Lateness: Please notify me of any absences by e-mail. If you are absent, please ask a classmate for any change in assignments or reading material.

Notes on Case Preparation and Class Discussion:

Cases have been selected so that specific issues and problems of entrepreneurship are delineated. The purpose of case analyses is to provide students with opportunities to apply knowledge to real world situations. Cases will be analyzed both individually and in groups. Thorough analysis is expected. Assessment of the student's understanding will be accomplished through oral presentations and papers. Most of the cases are comprehensive. Please budget adequate time for case preparation and preparation of responses to all of the case questions contained in back of this

syllabus. The questions form the basis of our class discussions and written assignments during the course. You will be expected to have identified and analyzed the core issues in the case, to have “run the numbers”, to have drawn conclusions and to have a specific course of action ready to present and discuss. In class, we will focus on what you would actually do in a given situation, how you do it, and why you would do it.

It is important to come to class with a thoughtful, crisp summary of your answers to each study question. My questions primarily follow those study questions in the syllabus. Remember: I’m not looking for a specific “right answer”. My goal is to facilitate a well thought out class discussion. Whether or not I entirely agree with your conclusions is irrelevant. In fact, there is usually a wide range of legitimate points of view on any given case. The quality and conviction of your argument is what counts. (Of course, that doesn’t mean I won’t challenge your position or play devil’s advocate, even if I happen to agree with it.)

CREATIVITY

Creativity and innovation are critical to entrepreneurship, and so part of this class will be devoted to helping you develop/enhance your creative abilities. You will be asked to put a variety of techniques to work over the session. There are hundreds of ways to foster creative thinking and problem solving skills listed at the following website:

https://www.mycoted.com/Category:Creativity_Techniques

The write-up of a specific technique is due each Friday morning, beginning 7/1, and should include a description of the technique you selected, how you applied it, and your thoughts about its application in other settings. A hard copy is preferred.

THE ENTREPRENEURIAL AUDIT

In this assignment, you are asked to select an established company and provide a thorough analysis of their operations from an entrepreneurial perspective. The model of the entrepreneurial process presented in class can provide a basic framework, and you may tie in as many concepts, issues, and ideas from the course as you find appropriate. Your analysis should give a brief history of the firm including its founding, owners and ownership structure, locations, expansion (both facilities/locations and products/markets), etc. This history should be two pages or less. The actual analysis should comprise the bulk of the paper. Close the paper with a section of no more than five pages of specific, tangible recommendations for change (including cost estimates and time tables for implementation of your suggestions).

Key issues for analysis include:

Characterize the *opportunity* that this business was created upon. To what extent was the opportunity clearly defined? Quantified? What were the underlying sources of the opportunity? Were the barriers to entry high or low. In terms of the window of opportunity, did the company get in too early, too late, at a good time? What assumptions did they appear to make about the opportunity? Draw conclusions about how good the opportunity was/is.

Describe and analyze the company's core business model. What are the key components? Is it well conceptualized? Is the business model address all the strategically relevant variables? Is it internally consistent? How original or innovative is it?

How does the firm approach innovativeness, risk-taking, and proactiveness? Characterize the firm's entrepreneurial intensity, and discuss whether you think this is an appropriate level of entrepreneurial intensity.

Does the company have innovation goals? If so, do those goals cover product and process innovations?

How market driven is the company? Draw implications.

What are the key resources that the firm requires, in your opinion, to effectively capitalize on the opportunities facing the company today?

Has their strategy for identifying and obtaining resources changes over time? Do they attempt to *own* or *leverage* resources? Do any of these resources provide a sustainable competitive advantage? How well has this been managed? Is the company now more resource-driven than opportunity-driven or vice versa?

Is the cost structure based more on fixed costs or variable costs? Characterize the venture in terms of operating leverage and draw implications in terms of how appropriately they are run from an operating leverage vantage point.

Currently, what are the core competencies of the venture? How do these relate to the original business concept?

Apply traits/characteristics of the "entrepreneurial personality" to the firm's senior executives and draw conclusions.

What is the dominant management style in the company? How strongly does delegation feature in the management style of upper management? Middle management? Are there prominent examples of "giving up to gain control"?

Critique the firm's organizational structure. In what ways does it support or constrain entrepreneurship? How does the organizational structure encourage or discourage innovation by employees?

How many functional areas or departments get involved in the creation of new products, services, and processes?

How tight or loose are organizational controls? Is there "slack" to support entrepreneurial initiative? Provide examples of controls that help or hinder entrepreneurship.

Examine the way the firm evaluates and rewards employees. Do the appraisal and reward systems foster entrepreneurship? Explain why or why not.

In addition to rewards, what sort of awards does the firm provide employees?

Describe the company's culture. What are the key values. How are those reinforced? Is the culture supportive of entrepreneurship?

Which is the most entrepreneurial area or department in the company? Which is the least? In both cases, why?

Identify two innovation champions in the firm. Why do you think they are champions of innovation?

How bureaucratic is this company in terms of policies and procedures, approval processes, and decision-making speed?

Analyze the communications flow in the company. Can it be characterized as open and free flowing or closely controlled? Can anyone communicate with anyone else? How effectively?

How do people in the company feel about change?

Is failure tolerated in this company? In what ways? Does the firm learn from its failures?

What is the most entrepreneurial thing the firm has done in the last two years?

Based on your overall analysis, what do you view as the major problem area in this venture today?

BUSINESS CANVAS OPTION:

Students who are interested may develop a business canvas rather than complete the Entrepreneurial Audit. Students interested in this option must discuss their opportunity and get approval for the substitution from the instructor by 6/18/16.

Schedule

DATE	READING LIST	TOPIC	CASE
6/17/16	1 - 4	Introduction to Entrepreneurship, Creativity,	Yellowtail Marine
6/18/16	5 - 9	Process: Management Fundamentals	Savage Beast
7/1/16	10 - 15	Concept: Growth Models	StudyBlue Live Case
7/2/16	16 - 20	Balanced Scorecard	Transworld Auto Parts
7/15/16	21 - 26	Cash Flow, prioritizing funding sources	Working Capital Simulation: Managing Growth Live Case
7/16/16	27 - 32	Resources: Types and strategies	Pandora Radio: Fire Unprofitable Customers?
7/29/16	33 - 39	Organizational Context, Innovation	Big Spaceship Live Case

7/30/16	40 - 46	Innovation	Phase Zero: Introducing New Services at IDEO (A) and (B)
8/12/16	Your favorite book or article about leadership, 47 – 51	The Entrepreneur: Leadership	Graham Weaver Live Case
8/13/16	52 - 56	The next opportunities...	Dr. John's Products, Ltd., Entrepreneurial Audit Due

EMBA 714 READING LIST 2013

1	The Questions Every Entrepreneur Must Answer by Amar Bhide -		
2	The Founder's Dilemma.; By Noam Wasserman; Harvard Business Review, Boston; Feb 2008; Vol. 86, Iss. 2; pg. 102		
3	Reclaim Your Creative Confidence. By: Kelley, Tom; Kelley, David. Harvard Business Review. Dec2012, Vol. 90 Issue 12, p115-118.		
4	New project? Don't analyze – act.; by: Leonard A. Schlesinger, Charles F. Kiefer, Paul B. Brown .; Harvard Business Review, Mar2012, vol. 90, issue 3, p. 154-158		
5	Managing Your Mission-Critical Knowledge. By: Ihrig, Martin; Macmillan, Ian. Harvard Business Review. Jan/Feb2015, Vol. 93 Issue 1/2, P80-87		
6	Growth as a Process: The HBR Interview by Jeffrey R. Immelt, Thomas A. Stewart; Harvard Business Review, June 2006		
7	What really works; Nitin Nihria, William Joyce, and Bruce Roberson; Harvard Business Review, Boston; Jul 2003; Vol. 81, Iss. 7; pg. 42		
8	The Power of Collective Ambition, by Douglas Ready and Emily Truelove; Harvard Business Review, Boston; Dec 2011; Vol. 89, Iss. 12; pg. 94-102		
9	Accelerate! By: Kotter, John P. Harvard Business Review. Nov2012, Vol. 90 Issue 11, p43-58.		
10	The Growth Crisis--and How to Escape It.; By: Slywotzky, Adrian J. and Wise, Richard; Harvard Business Review, Jul2002, Vol. 80 Issue 7, p72, 12p		
11	Value Innovation. By: Kim, W. Chan; Mauborgne, Renée. Harvard Business Review, Jul/Aug2004, Vol. 82 Issue 7/8, p172		
12	Blue Ocean vs. Five Forces. By Burke, Andrew, van Stel, Andre, and Thurik, Roy. Harvard Business Review, May 2010		
13	Red Ocean Traps. By: Kim, W. Chan; Mauborgne, Renée. Harvard Business Review. Mar2015, Vol. 93 Issue 3, p68-73.		
14	Growth outside the core; Chris Zook and James Allen; Harvard Business Review, Boston; Dec 2003; Vol. 81, Iss. 12; pg. 66		
15	Transient Advantage. By: McGrath, Rita Gunther. Harvard Business Review. Jun2013, Vol. 91 Issue 6, p62-70		
16	Three Rules For Making A Company Really Great. By: Raynor, Michael E.; Ahmed, Mumtaz. Harvard Business Review. Apr2013, Vol. 91 Issue 4, p108-117.		
17	Why It Pays to Be a Category Creator. By: Yoon, Eddie; Deeken, Linda. Harvard Business Review. Mar2013, Vol. 91 Issue 3, p21-23		
18	Having Trouble with Your Strategy? Then Map It (HBR OnPoint Enhanced Edition) by Robert S. Kaplan, David P. Norton		
19	Are You Ignoring Trends That Could Shake Up Your Business? By: Ofek, Elie; Wathieu, Luc. Harvard Business Review, Jul/Aug2010, Vol. 88 Issue 7/8, p124-131		

20	Big-Bang Disruption. By: Downes, Larry; Nunes, Paul F. Harvard Business Review. Mar2013, Vol. 91 Issue 3, p44-56.
21	Your Strategy Needs A Strategy. By: Reeves, Martin; Love, Claire; Tillmanns, Philipp. Harvard Business Review. Sep2012, Vol. 90 Issue 9, p76-83.
22	The True Measures Of Success. By: Mauboussin, Michael J. Harvard Business Review. Oct2012, Vol. 90 Issue 10, p46-56.
23	How fast can your company afford to grow?; Neil C Churchill; Harvard Business Review, Boston; May 2001; Vol. 79, Iss. 5; pg. 135
24	Need Cash? Look Inside Your Company by Kevin Kaiser, S. David Young, Harvard Business Review, May 01, 2009
25	When You've Got to Cut Costs Now. By: Coyne, Kevin; Coyne, Shawn; Coyne, Sr., Edward. Harvard Business Review, May2010, Vol. 88 Issue 5, p74-82
26	The Five Traps of Performance Measurement, by Andrew Likierman, Harvard Business Review, Oct 01, 2009
27	How P&G Tripled Its Innovation Success Rate. By: Brown, Bruce; Anthony, Scott D.. Harvard Business Review, Jun2011, Vol. 89 Issue 6, p64-72
28	Silo Busting: How to Execute on the Promise of Customer Focus by Ranjay Gulati; Harvard Business Review, May 2007
29	Ideas at Work: Creating Breakthrough Businesses at 3M by Eric Von Hippel, Stefan Thomke, and Mary Sonnack – HBR MARKET-LED INNOVATION
30	Focus Intensely on a Few Great Innovation Ideas by Georg von Krogh, Sebastian Raisch, Harvard Business Review, Oct 01, 2009
31	How Hot Is Your Next Innovation? By: Tuff, Geoff. Harvard Business Review, May2011, Vol. 89 Issue 5, p40-41
32	A Taxonomy of Innovation. Harvard Business Review. Jan/Feb2014, Vol. 92 Issue 1/2, p30-31.
33	Customers as Innovators: A New Way to Create Value by Stefan Thomke and Eric Von Hippel – HBR MARKET-LED INNOVATION
34	The Innovation Catalysts. By: Martin, Roger L.. Harvard Business Review, Jun2011, Vol. 89 Issue 6, p82-87
35	To Innovate better, Find Divergent Thinkers; Harvard Business Review, Jun2015, Vol. 93 Issue 6, p26-28
36	Innovating for Cash by James P. Andrew and Harold Sirkin – HBR MARKET-LED INNOVATION
37	Pipelines, Platforms, and the New Rules of Strategy, by Marshall Van Alstyne, Geoffrey Parker, and Sangeet Choudhary; Harvard Business Review, Apr2016, Vol. 94 Issue 4, p54
38	The New Patterns of Innovation. By: Parmar, Rashik; Mackenzie, Ian; Cohn, David; Gann, David. Harvard Business Review. Jan/Feb2014, Vol. 92 Issue 1/2, p86-95.
39	<u>Capture More Value.</u> By: Michel, Stefan. Harvard Business Review. Oct2014, Vol. 92 Issue 10, p78-85
40	The Innovator's DNA by Jeffrey H. Dyer, Hal B. Gregersen, Clayton M. Christensen, Harvard Business Review, Dec 01, 2009
41	Open-Market Innovation by Darrell Rigby and Chris Zook – HBR MARKET-LED INNOVATION
42	The New Rules for Bringing Innovations to Market by Bhaskar Chakravorti – HBR MARKET-LED INNOVATION

43	Beware the next big thing. By: Julian Birkinshaw. Harvard Business Review. May2014, Vol. 92 Issue 5, p50-57.
44	Funding Growth in an age of Austerity by Gary Hamel and Gary Getz - HBR MARKET-LED INNOVATION
45	Reinventing Your Business Model. By: Johnson, Mark W.; Christensen, Clayton M.; Kagermann, Henning. Harvard Business Review, Dec2008, Vol. 86 Issue 12, p50-59
46	When Your Business Model Is in Trouble. By: Cliffe, Sarah. Harvard Business Review, Jan/Feb2011, Vol. 89 Issue 1/2, p96-98
47	Making Judgement Calls; By Noel Tichy and Warren Bennis; Harvard Business Review, Boston; Oct 2007; Vol. 85, Iss. 10; pg. 94
48	The Four Truths of the Storyteller; By Peter Gruber, Harvard Business Review, Boston; Dec 2007; Vol. 85, Iss. 12; pg. 53
49	<u>Understanding “New Power”</u> . By: Heimans, Jeremy; Timms, Henry. Harvard Business Review. Dec2014, Vol. 92 Issue 12, p48-56
50	Ten Fatal Flaws That Derail Leaders by Jack Zenger, Joseph Folkman, Harvard Business Review, Jun 01, 2009 Product # F0906E-PDF-ENG
51	The Daily Progress Checklist. Harvard Business Review, May2011, Vol. 89 Issue 5, p78-78
52	Why Sustainability Is Now the Key Driver of Innovation, by Ram Nidumolu, C.K. Prahalad, M.R. Rangaswami, Harvard Business Review, Sept. 01, 2009
53	Execution as Strategy. By: Guillén, Mauro F.; García-Canal, Esteban. Harvard Business Review. Oct2012, Vol. 90 Issue 10, p103-107
54	The New Corporate Garage. By: Anthony, Scott D. Harvard Business Review. Sep2012, Vol. 90 Issue 9, p44-53
55	Making Sustainability Profitable. By: Haanaes, Knut; Michael, David; Jurgens, Jeremy; Rangan, Subramanian. Harvard Business Review. Mar2013, Vol. 91 Issue 3, p110-115.
56	Resilience in a Hotter World. By: Winston, Andrew. Harvard Business Review. Apr2014, Vol. 92 Issue 4, p56-64.

STUDY QUESTIONS FOR CASES

YELLOWTAIL MARINE INC.

1. Be prepared to state--in bullet-point format using less than three minutes of class time--what the numbers tell us in this case.
2. It's 8:38 AM of your first day on the job. What exactly are you going to do between now and midnight tonight?
3. Examine the EPA situation. What options do you see for how to handle this situation? What criteria are you going to use to make a decision about how to handle this situation?
4. Precisely what steps are you going to take to set a strategy for this company? (I don't want to know what your strategy will be; I want to know what process you will employ to formulate a strategy, set out step by step: step 1, step 2, step 3, etc.).

SAVAGE BEAST

1. Was Tim Westergren entrepreneur material? If you were one of Tim's friends back when he was first thinking about his idea, would you have told him to go for it or forget it?
2. Evaluate the Savage Beast team.
3. What were the pressures causing Jon to want to quit?
4. What should Tim do now?
5. When you're in Tim's shoes, will you be able to objectively read the right signals of whether to persist or quit? What "signals" will matter to you?

STUDYBLUE

1. How did the single angel funder and his method of providing funding impact StudyBlue's growth in its first two years??
2. At this point, what would be your recommendation on a) the services to be offered, b) the revenue model, and c) the market(s) to be addressed by StudyBlue? For the last issue, would you recommend pursuing multiple segments or one at a time?
3. Given your response to Question 2, what set of investors would you pursue and how would you attract them?
4. Do you anticipate any issues beyond the equity discussion arising within StudyBlue (with the founders, amongst employees, etc.) as Splitt transitions into the CEO role?

TRANSWORLD AUTO PARTS

1. What are the respective business strategies of TAP's economy and luxury divisions? (You may want to think about how each division adds value to its customers and differentiates itself from its competitors.)
2. What must each division do well to execute its strategy?
Which division manager has done a better job of executing his business unit's strategy?
3. What is TAP's rationale for implementing a strategy map and balanced scorecard exercise?
4. Which division manager developed a better map and scorecard? What changes would you propose to the strategy maps and balanced scorecards of the two divisions?
5. Evaluate the performance of the luxury division using the new balanced scorecard.

PANDORA RADIO: FIRE UNPROFITABLE CUSTOMERS?

1. Map out the key elements of Pandora's business model. In your analysis of where the company is today, what are the key indicators that tell Westergren whether his model is working or not.
2. Should Westergren and Kennedy follow the advice of the junior partner?
3. Given the current state of the company, should Westergren and Kennedy want funding from the VC that they just visited? How did they get into the situation that they did?
4. Among the possible options for their high usage customers, which would you pursue and why?

BIG SPACESHIP

1. What are the defining features of the industry in which Big Spaceship competes and who are its primary customers?
2. What is the value proposition of Big Spaceship and how does that value proposition enable the firm to create strategic differentiation within its industry? What are the strengths and weaknesses of that strategy?

3. How do the organizational design, the corporate culture, and the human resources practices of Big Spaceship support the firm's value proposition? What are the strengths and weaknesses of the company's new team-based organizational structure?
4. Is Big Spaceship, as currently organized, truly ready to "go big"? Why or why not?
5. If you were Michael Lebowitz, what would you do to ensure that Big Spaceship could grow in a sustainable way and at an optimal pace?

PHASE ZERO: INTRODUCING NEW SERIES AT IDEO (A) AND (B)

1. What is your assessment of the Simmons project? What criteria do you use in evaluating it?
2. What is IDEO's value proposition? That is, what value do IDEO's customers anticipate receiving from IDEO's services?
3. What role does IDEO's culture and organizational processes play in delivering value to customers?
4. How do Phase Zero services compare to traditional (Phases 1-4) services? What is required for success in Phase Zero? How do you pitch the service to a prospective client?
5. To what extent is Phase Zero a good fit for IDEO? Should they continue to emphasize and expand this service? Why or why not? If so, how?

DR. JOHN'S PRODUCTS, LTD.

1. What do you think of John Osher's process for identifying opportunities and building companies?
2. What is the nature of the opportunity confronting Dr. John's at the time of the case?
3. What can go right? What can go wrong? What can management do to improve the risk/reward ratio?
4. What value would you assign to Dr. John's at the time of the case?
5. What should Osher and his colleagues do?

UNLV Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.