

# LINCOLN UNIVERSITY COURSE SYLLABUS

**COURSE NUMBER: BA-290**

**Course Title: Business Policies**

**(3 Units, 45 hours)**

**Course Start Date: January 16, 2018**

**Course End Date: May 1, 2018**

**Time: Tuesday, 1230-1515 hours (12:30 pm to 3:15 pm)**

**Course Level: Bachelor Assessment (BA)**

**Course Description:**

**BA 290 – Business Policies**

Senior-level integrating capstone course which provides the student with the opportunity to put into practice all the skills, techniques and theories acquired in functional courses such as economics, operations management, marketing, finance, accounting, and management. Emphasis is on the case method of instruction and use of a business game. (3 units) *Prerequisite: Senior standing*

For the expected Lincoln University Institutional and Undergraduate Business Program Learning Outcomes, please refer to the end of this syllabus. Please review these at the start of our course because I will ask you to anonymously assess (not evaluate) how well I was able to provide multiple learning opportunities for you to work toward achieving those outcomes that were applicable to this course.

**Instructor's Student Learning Goals & Outcomes for the Course:**

Students working individually and collaboratively in small learning groups will have multiple opportunities to effectively demonstrate and use their knowledge of strategic management techniques and policy concepts in this course.

Course Learning Goals:

1. Students will be able to increase their ability to link theory with practice, and develop the knowledge of how to use strategic management methods and policies to plan, structure, and manage organizational strategies.
2. Students will be able to conduct strategic research by being able to identify, collect, verify, and analyze data related to business policies and strategies.
3. Given a business scenario, case or simulation involving a firm; students will be able to select and recommend a detailed course(s) of action(s) using strategic management knowledge and decision-making that is appropriate for the situation.
4. Students will be able to develop strategic financial projections and incorporate them into an overall strategic plan.
5. Students will be able to explain the value of ethical conduct within organizations, and the problems and issues that are created as a result of unethical behavior within organizations.

6. Students will be able to explain the need for organizational leaders to identify and manage organizational culture.

Course Learning Outcomes:

1. Students will steadily develop his or her self-confidence in their ability to assume responsibility, critically research, have a positive attitude toward strategic management, and use this ability to analyze a strategic business or organizational issue, and to present a professional, ethical, and persuasive written and oral report of his or her viewpoint.
2. Students will participate in action-learning opportunities to gain practical exposure to the field of strategic management policies and practices, and will steadily increase their ability to apply their understanding of the discipline of strategic management to increase or improve organizational effectiveness and efficiency for those domestic, international, transnational, and multinational companies represented in the assigned business case studies.
3. Students will have the managerial skills to concurrently examine a firm, the firm's competitors, and the firm's industry from an ethical standpoint, which is representative of the firm's complex business environment. These management skills include the professional competency to apply concepts or methods, evaluate business situations, evaluate organizational visions and missions, formulate business strategies and policies, and the ability to resolve implementation and evaluation problems.
4. Students are able to formulate ethical business strategies using the following nine analytical planning matrices that are divided into the **input** (Internal Factor Evaluation, External Factor Evaluation, Competitive Profile Matrix), **matching** (Strengths-Weaknesses-Opportunities-Threats [SWOT/TOWS] Matrix, Strategic Position and Action Evaluation, Boston Consulting Group Matrix, Internal-External Matrix, Grand Strategy Matrix), and **decision** (Quantitative Strategic Planning Matrix) stages.
5. Students are able to develop a set of alternative business strategies and select the best one for the firm based on integration, intensive, diversification, and defensive strategy categories.
6. Students have developed the ability to determine the means for achieving business strategies and policies that include cooperation amongst competitors, joint ventures, partnerships, mergers and acquisitions, and private-equity acquisitions.
7. Students will differentiate the strategic management nuances between for-profit firms and educational organizations, medical organizations, NGOs, government organizations, and small businesses.

**Required Text, Supplemental Texts, Technology & Web Sites**

**Required Text (print, digital, rental):**

David, F.; David, F.

2017 Strategic Management: A Competitive Advantage Approach: Concepts & Cases, 16e. Pearson. San Francisco, CA. ISBN-13: 978-0-13-416784-8 (hard cover). (\$170.00 new)

**Websites:**

<http://www.strategyclub.com>, [www.pearsonhighered.com](http://www.pearsonhighered.com)

### **Smartphone, Tablet, Notebook Computer Technology:**

Class sessions will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class. However, you need to have your devices on vibrate or the volume turned down so that it will not distract the class. If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Dean of Students for counseling.

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### **Instructor**

Dr. Mike Guerra, Associate Professor of Business Administration

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

**Lincoln University e-mail address:** [mguerra@lincolnuca.edu](mailto:mguerra@lincolnuca.edu)

Office Hours: Room 301, Tuesday (11:30 am to 12:30 pm) by arrangement

### **Instructor Profile:**

**Academic Degrees:** AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

**Professional Practitioner Experience:** Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. Member of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and a small number of for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures.

Has extensive professional experience in domestic procurement, supply chain networking, operations, capital budgeting, managerial accounting, and both contract and labor union negotiations (as a union negotiator and as a management representative). In addition, has extensive experience in domestic marketing strategy and some experience in international marketing strategy relating mostly to the service industry, but have also participated in marketing activities (print, digital, B2B, B2C) related to products. Specifically, safety lighting products for commercial trucking and bio-feedback hardware and

software. Additionally; have designed, implemented, and managed marketing, recruitment, and hiring programs for attracting new employees. Also, has extensive experience with designing, implementing, and managing employee compensation and professional development and training programs. Behave and evaluating employee performance evaluation systems linking them with promotional, compensation, and succession strategies.

Professional Academic Experience: Has taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. I have occasionally been a paid guest lecturer, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I occasionally consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, I've been a member of academic advisory boards for the University of San Francisco and the South Bay Community College Consortium for nearly 20 years.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

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## Introduction

In this syllabus, I will provide an overview of the course and the student expectations for the upcoming class sessions. It is important that you note the schedule of events, and assignments. This is a capstone course that is designed to give you the opportunity to apply all of the knowledge you've acquired during your previous coursework at Lincoln in the arena of business policies. Students are expected to start the course with an undergraduate level of being able to explain: Management, finance, accounting, economics, operations management, marketing, international business, MIS, etc.

The focus of this course is designed to help students develop the knowledge and skills to identify and understand the multiple complexities that create dynamic business environments where business policies have an effect on organizational management. To make sound strategic decisions, students need to develop skills to learn how to think strategically, and how to see strategically so they can develop and apply effective business policies to organizations. Henry Mintzberg captured the challenge that the field of strategic management finds itself in today when he said: "The world is hardly prepared to wait for information to get itself into a form acceptable to the planners and their systems."

Developing strategies has traditionally been based on quantitative data collection and analysis that can be integrated into deterministic forecasting models. This was done through a systemic analysis that would produce a proven strategy or best strategy based on specific business conditions. For instance, a firm under condition *y* would do *z*. The strategy included detailed vision and mission statements, goals and objectives, checklists, budgets, operations, etc. Unfortunately, as Mintzberg's quote above suggests, by the time this process is completed, the present work environment has already changed or is in the process of changing to varying degrees. Strategic thinking and seeing, on the other hand, entails being able to take in the 10,000-foot view or big picture of the organization and business environment, **and** see the actual work environment along with the multitude of connecting variables that can or are affecting

the organization and industry. Strategic thinking requires a non-linear frame of thinking while strategic development has a more linear orientation. For example, historically, we think of time in the past, present, and future linear sequence. Consider that to think and see strategically, we should think of time in the following temporal (nonlinear) sequence: past (prefigured strategy), future (refigured strategy), and present (configured strategy). All three frameworks mentioned above are interconnected and necessary for effective strategic management, which will help prepare students to meet the employment expectations of business degree graduates.

I have also designed this course so that you will have multiple learning opportunities to achieve the student learning outcomes for this course and those applicable to Lincoln's institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. You will receive feedback on your assignments that you can apply to future assignments.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or group has the opportunity to learn. As a business student, you are expected to enter this course with the knowledge, skills, and abilities of management concepts, theories, and practices at the bachelor degree level. This includes have extensive knowledge of how a manager plans, organizes, controls, and leads work within organizations. In addition, students should have extensive knowledge related to his or her degree major because this is your capstone course where everything is tied together.

To be successful in this course, you need to exercise effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

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### **Class Procedures**

**This is a direct classroom instruction course.**

Before each session, you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class. It is important for you to come to class prepared!

**Instructional methodology includes:** Lecture, class discussions, individual/team presentations, demonstrations, role-playing, guest speakers, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers in class will enhance your ability to contribute to class exercises and discussions.

**As you can imagine, university level coursework requires significant work outside of class. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you study our text.**

Students will also be asked during the semester to evaluate this course by the Registrar's office. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

### **Classroom Management**

Consider that a classroom is similar many respects to an organization that provides a product or service. The education business, depending on your perspective, either provides a service to consumers/customers—YOU the student, or produces a product—YOU the educated graduate. So, it should be no surprise that managing the classroom is an essential element for creating a learning environment for you to succeed. It just happens that because close to over 90% of our business students are from outside the US, we might think of ourselves in this BA-290 Business Policies course as being in a live management setting. As such, we need policies and procedures for conducting business or instructing in our case, which are indicated below:

- Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way that creates learning opportunities for instructors to help students learn to reason and present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to develop an understanding of their place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.
- **Plagiarism Detection:** Lincoln University subscribes to Turnitin plagiarism prevention service, and you will need to submit written assignments to Turnitin. Student work will be used for

plagiarism detection and for no other purpose. Originality Reports WILL be available for your viewing.

- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement:** “This syllabus and schedule are subject to change in the event of extenuating circumstances.” If the syllabus is revised during the semester, all versions will remain available to you so you can track changes.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.
- **Online Netiquette:** Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
- **Students with Disabilities:** Students in this course who have a disability that might prevent them from fully demonstrating their abilities should inform the instructor and their Program Director as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.
- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
  - Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose, understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
- **Use of the LU Library:** This course requires students to complete course assignments using resources available through the Lincoln University Library.
- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that

contain evidence of plagiarism, the grade will be “0.” If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

- **Syllabus Confirmation and Understanding Agreement:** The syllabus can be downloaded from the LU website. Once you are able to register your e-mail with Turnit-In, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me.
- **Assignments must have:** The student’s first and last name at the top of the page, and the student’s identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions without these items will not be counted and you must use your lincolnucaf account for electronic submissions. **Group assignments must be posted by each member of the group who prepared the assignment to Turnit-In.**
- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln’s library staff is there to help you locate those resources. There are also free templates at the MS Office Word website that you can download.
- **Late Assignments:** Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.
- **Late Registration:** If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.
- **Student Working Groups:** In many classes students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is essentially a cross-cultural management class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations.
- **Group Assignments:** When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group



resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.

- The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

### **Class Attendance Defined**

You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

If you miss any part of a class session, it is **your responsibility** to follow-up to learn what you missed. This could mean assignment modifications, group assignments, instructional material, etc. so you may have missed something that is important for your success in this course.

Class attendance is taken only once for each class session at the beginning of class using either coursework, textbook checks, or by a student's presence. **I do not record late students.**

**If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and on the grades of your fellow group members. For more information, please consult the LU catalog.**

## Assignments & Coursework

### **Useful Definitions:**

To understand what is required in your assignments, the following working definitions drawn from Wikipedia may be helpful (I choose Wikipedia not for academic rigor but it is a site where you can easily look them up for yourself using “search”):

Critical Thinking: “The objective analysis of facts to form a judgement.”. This can also include analysis, synthesis, evaluation, and be able to distinguish fact from opinion.

Business Analysis: “Identifying the needs and determining the solutions to business problems.”

Self-Reflection: “Reflect upon, and evaluate, his or her own experiences, memories, values and opinions in relation to a specific issue or topic.”

Position Paper: “A report outlining someone’s attitude, opinion, or intentions regarding a particular matter.”

Annotated Summary Bibliography: “A bibliography that gives a summary of each of the entries. The purpose of the annotations is to provide the reader with a summary and an evaluation of each source. Each summary should be a concise exposition of the sources central idea(s) and give the reader a general idea of the source’s content.”

### **Description of Assignments:**

**1) Individual Journal:** Students will maintain a journal where they will write entries to reflect on their recent course related activities and experiences, and will include their assignments from the textbook. This will provide students with a structure for critical analysis during these reflections, prompting students to respond to the main questions and relevant sub-questions. There are three reasons for having this exercise, which are:

1. To demonstrate an ability to take in an experience/activity and describe it.
2. Provide insight into a student’s ability to connect this experience/activity to past learning or to the text in this course.
3. Provide evidence of the student’s ability to plan for the future, which is an indicator of a student’s capacity for life-long learning.

A journal should consider these questions:

1. What? What happened? Was there a difference between what you expected and what happened? What did you do?
2. So What? What have you learned? Why does that matter? To you? To your classmates? To other stakeholders? Is the experience in alignment, informed by, in conflict with the class text or other activities?

3. Now What? How can you apply your learning? What information can you share with others? What would you like to learn more about?

At the minimum, students should complete one journal entry for each class session. Some of the assignments will be included as part of the journal instead of separate homework assignments. Students will submit their journals on Turnit-In three times during the semester for assessment. Journal entries will be assessed using the following point values for each class session:

- What? = 1 point.
- So What? = 1 point + 1 point for each connection to a lecture or reading.
- Now What? = 1 point + 1 point for a concrete action plan or evidence of action taken.
- So, a total of 5 points are available for each reflection entry (5 points = “A” grade for the specific entry/it is not 5 points out of the 100 possible for the course).

In addition to the reflection component of the journal, some of the homework assignments from the textbook will be included in your journal. Your completed assignments are to become part of your journal entry for the class session for which they are due, and will be graded when you submit your entire journal for grading. You **will not** be submitting them independently. When submitting your journal, it is a running journal so the second submission will also include what you submitted for the first submission, and what you included in the first and second submission will also be included in your third submission.

- 2) **First Assignment: Personal Goals Statement:** This introductory assignment is designed to help you think about why you are taking this course and how it connects with your overall learning goals for your degree program. Prepare a paper (at least 500 words) that identifies your personal goals for this course in specific and detailed terms. Include a description of how you plan to meet your goals that is specified in a weekly time schedule for this semester. If you want, you can set weekly goals and a time schedule. (Adapted from Weimer, 4.1.15). **This assignment is part of your course journal.**
- 3) **Last Assignment: What Have You Learned From This Course:** Write a self-evaluation (at least 500 words) where you analyze how well you met your personal goals for this course. If your goals changed, discuss how, and if unanticipated goals surfaced, describe what they were. End your paper by assigning yourself an overall grade based on your performance in the course. (Adapted from Weimer, 4.1.15). **This assignment is part of your journal.**
- 4) **First Day Final:** The purpose of this exercise is to activate prior knowledge and provides students with a preview of what will be forthcoming. This exercise will also let students know where to focus their study efforts. On the first day, student will take a non-graded exam that consists of questions that are similar to a Final Exam, and then identify the questions they found the easiest and those they found to be most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong. This is a CR/NC scored assignment.
- 5) **Last Day Final:** The purpose of this exercise is for students to see what they’ve learned during the course. On the last day of the course, students will re-take the non-graded First Day Final that will also include what questions you found easiest and those that you found most difficult.

You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong. This is a CR/NC scored assignment.

- 6) **Entry Tickets:** The purpose of this exercise is to encourage students to review course materials that was recently covered in class. This activity serves to improve retention and recall. It also helps to ensure students come to class prepared (entry tickets), and that any misunderstandings are discovered before moving to new material. Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). This is a CR/PC/NC grade, you either did it or did not do it, and you need to turn it in within the 15-minute time-period to get credit. This assignment cannot be made-up.
- 7) **Best Summary:** Students will individually prepare summaries of the main points at the end of specific content or a block of instructional content, a lecture, a video, or a reading assignment; and then work in learning groups to compare, evaluate, and rank order the summaries. This assignment will be done randomly twice during this course. The purpose of this exercise is for students to figure out what are the main learning points and their supporting ideas so they can remember them. For this assignment, students will be provided a handout with instructions. Students will complete the individual part, and then will be organized into groups. The group will rank order the summaries from the members of their group. Students will then report out, reading the top summary and stating their reasons for ranking it #1. The #1 summary will receive extra credit. This assignment cannot be made-up. This is a CR/PC/NC scored assignment.
- 8) **Annotated Summary Bibliography:** You will need to prepare an Annotated Summary Bibliography related to the field of strategic management that requires TWO entries. You are required to use academic research sources that will require you to access the resources available to you through the LU Library. You will need to include a summary of the source content, key arguments, proof/evidence mentioned in the work, methodology and/or theories, and the conclusion drawn by the source. You do not need to evaluate the work, you will be graded on an A-F grading scale, and should be 1-2 typed pages in length.
- 9) **Assurance of Learning Exercises:** The 16 individual and group exercises for this course that were drawn from the 11 chapters in our textbook, and will help prepare students for analyzing more in-depth or comprehensive strategic business cases. Each exercise requires that you answer 3-4 questions that are unique to the specific case. To complete this assignment, you need to include the title of the case and the answers to all of the questions pertaining to the case. You do not need to summarize the case in your paper, and your answers should average 2-3 typed pages in length for the individual assignment. Your answers will be evaluated on an A-F grading scale.
- 10) **Mini-Cases:** There are 6 individual and group one-page mini-cases that contain questions pertaining to the concepts discussed in the specific chapter which contains the mini-case. As with the exercises, you will need to answer the unique questions pertaining to each case that also apply to what was discussed in the chapter. To complete this assignment, you need to include the title of the case and the answers to all of the questions pertaining to the case. You do not

need to summarize the case in your paper, and your answers should average 2-3 typed pages in length for the individual assignment. Your answers will be evaluated on an A-F grading scale.

**11) Comprehensive Strategic Management Case:** Each student learning group will be assigned a strategic management case to analyze using the case method or as it is also known as, learning by doing. The purpose of this case analysis is to have students analyze an organization and **apply** the strategic management concepts and approaches that are learned throughout this course related to an organization's: Vision, mission, strategies, and policies. This assignment involves two parts. First, there is the written case analysis using the format on pages 360-361 in the textbook. The student learning group will be able to submit a draft copy of their typed case analysis to Turnit-In for feedback from the instructor and from Turnit-In. After receiving feedback, the group can that choose to revise their typed case analysis and submit a final copy for grading that is due on the last day of the course (5/1), and should average 20-25 typed pages in length. The second part of this assignment involves the group presenting their case analysis in front of the class on one of the two last days of the course. The group should consider the advice contained on pages 361-365 in the textbook that relates to organizing and making an oral presentation. Each group will have 30 minutes to present their case, and each member of the group must participate. The group does not have to divide up their time in equal portions since some areas will require more time than others, but each member must demonstrate meaningful participation as determined by the instructor. Both the types case analysis and oral presentation will be graded on an A-F scale.

**12) Reading Assignments: Please refer to the course schedule at the end of this syllabus.**

When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all of the material within the assigned textbook chapters so if there is a concept that you are having trouble understanding, please raises the issue during our class.

**Course Work Institutional (ILO), BA Program Student Learning Outcomes (PLO) &  
Course SLOs  
(See Appendix at the end of the syllabus for ILO/PLO Definitions)**

I/G Assignment (I = Indy., G = Group)	Course Grade Weighting	ILOs	PLOs	Course SLOs
I/Journal (x3 submissions, 6 points each) (A-F grade scale)	18%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Entry Tickets (x11, 0.25 points each) (CR/PC/NC scale)	2.75%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 5, 6, 7
First Day & Last Day Final (not graded A-F) (CR or NC scale)	4%	1a, 7a	1, 2, 5	2, 3, 5, 6, 7
I/Best Summary (x3, 0.50 points each, best of rank order earns 0.50 extra credit) (CR/PC/NC scale)	1.5%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Annotated Bibliography (A-F grade scale)	2%	1a, 2a, 7a	1, 2, 3, 4, 5	1, 6, 7
I/Exercise 1D (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 5
I/Exercise 2C (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3
I/Exercise 2D (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a,	1, 2, 3, 4, 5	1, 2, 3, 5

		7a		
I/Exercise 3F (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5
I/Exercise 4D (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5
I/Mini Case: LinkedIn (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Mini Case: Starbucks (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Exercise 7D (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Exercise 8C (A-F grade scale)	2%	1a, 2a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Business Case Analysis Assurance of Learning Exercise (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Mini Case: TJX Companies (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6
I/Exercise 10B (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Exercise 11A (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
I/Mini Case: Domino's Pizza (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
G/Exercise 1B (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2
G/Mini Case: Walt Disney Co. (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3
G/Exercise 3D (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4
G/Exercise 4C (A-F grade scale)	2%	1a, 2a, 5a, 7a	1, 2, 3, 4	1, 2, 3, 4
G/Exercise 5A (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5
G/Exercise 6A (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
G/Mini Case: Alibaba Group (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
G/Exercise 9B (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
G/Exercise 11B (A-F grade scale)	2%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
G/Draft Typed Business Case Analysis (CR/PC/NC scale)	4%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
G/Final Typed Business Case Analysis (A-F grade scale)	19.75%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
G/Oral Business Case Analysis Presentation (A-F grade scale)	4%	1a, 2a, 3a, 4a, 5a, 6a, 7a	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7

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## Grading

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks: "What do I need to do to earn an 'A' grade?" This question can be answered in this class.

Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade.

***Point/Grade Conversion***

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

**Undergraduate Grading Scale**

**A = Superior performance.** A superior performance. The assignment is well-written and contains an interesting and insightful analysis. The assignment has a central theme or idea and has supporting points. The analysis or argument is supported by primary academic resources. For a grade of 100%, the standard is publication quality.

**A- = Excellent performance.** The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

**B+ = Very good performance.** The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

**B = Good performance.** A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

**B- = Above Average performance.** An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

### Course Grade Weighting:

Category	Percent	Point(s)
Individual Journal (1 <sup>st</sup> submission 6 pts., 2 <sup>nd</sup> submission 6 pts., 3 <sup>rd</sup> submission 6 pts.)	18%	18
Individual: Entry Ticket Exercise (x11, 0.25 points each)	2.75%	2.75
Individual: First Day Final & Last Day Final (NOT GRADED, counts as exercise participation [2 points each])	4%	4
Individual: Best Summary (3 for the course, 0.50 points each, best of rank order earns 0.50 extra credit point)	1.5%	1.5
Individual: Annotated Bibliography Exercise	2%	2
Individual: Assurance of Learning Exercises (x10, 2 points each)	20%	20
Individual: Mini-Cases (x4, 2 points each)	8%	8
Group: Assurance of Learning Exercises (x6, 2 points each)	12%	12
Group: Mini-Cases (x2, 2 points each)	4%	4
Group: Draft Typed Business Case Analysis	4%	4
Group: (Typed Business Case Analysis)	19.75%	19.75
Group: (Oral Business Case Analysis Presentation)	4%	4
<b>Individual – 56.25%    Group – 43.75%</b>	<b>100%</b>	<b>100</b>



### Homework Assignment Deliverables

I/G Assignment (I = Indv., G = Group)	Date Assigned	Due Date	Where to Submit
I/Annotated Bibliography	1/16	1/23	Typed - Turnit-In
I/Exercise 1D	1/30	2/6	Typed - Turnit-In
I/Exercise 2C	2/6	2/13	Typed - Turnit-In
I/Exercise 2D	2/6	2/13	Typed - Turnit-In
I/Exercise 3F	2/13	2/20	Typed - Turnit-In
Journal 1		2/20	Typed - Turnit-In
I/Exercise 4D	2/20	2/27	Typed - Turnit-In
I/Mini Case: LinkedIn	2/27	3/6	Typed - Turnit-In
I/Mini Case: Starbucks	3/6	3/20	Typed - Turnit-In
I/Exercise 7D	3/20	3/27	Typed - Turnit-In
I/Exercise 8C	3/27	4/3	Typed - Turnit-In
Journal 2		4/3	Typed - Turnit-In
I/Business Case Analysis Assurance of Learning Exercise	3/27	4/10	Typed - Turnit-In
I/Mini Case: TJX Companies	4/3	4/10	Typed - Turnit-In
I/Exercise 10B	4/10	4/17	Typed - Turnit-In
I/Exercise 11A	4/17	4/24	Typed - Turnit-In
I/Mini Case: Domino's Pizza	4/17	4/24	Typed - Turnit-In
Journal 3		5/1	Typed - Turnit-In
G/Exercise 1B	1/23	1/30	Typed - Turnit-In
G/Mini Case: Walt Disney Co.	2/6	2/13	Typed - Turnit-In
G/Exercise 3D	2/13	2/20	Typed - Turnit-In
G/Exercise 4C	2/20	2/27	Typed - Turnit-In
G/Exercise 5A	2/27	3/6	Typed - Turnit-In
G/Exercise 6A	3/6	3/20	Typed - Turnit-In
G/Mini Case: Alibaba Group	3/27	4/3	Typed - Turnit-In
G/Exercise 9B	4/3	4/10	Typed - Turnit-In
G/Exercise 11B	4/17	4/24	Typed - Turnit-In
G/Draft Typed Business Case Analysis		4/17	Typed - Turnit-In
G/Final Typed Business Case Analysis		5/1	Typed - Turnit-In
G/Oral Business Case Analysis Presentation		4/24 or 5/1	Oral, Digital, Audio, Video

### Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
<b>January 16</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to course and syllabus review.</b></li> <li>• <b>Review of Institutional, BA Program &amp; Course Student Learning Outcomes.</b></li> <li>• <b>Learning Group Assignment (4-5 other students to form a learning group).</b></li> <li>• <b>First Assignment: Personal Goals Statement (Include in journal).</b></li> <li>• <b>First Day Final (Graded as a participation exercise not as an exam).</b></li> <li>• <b>Understanding the Syllabus exercise: Syllabus Speed Dating.</b></li> <li>• <b>Individual Homework (Due at the start of class on 1/23): Read Chapter 1: Introduction: The Nature of Strategic Management.</b></li> <li>• <b>Individual Homework (Due at the start of the class on 1/23: Read The Hershey</b></li> </ul>

	<p>Company, 2015 Cohesion Case (pages 26-34).</p> <ul style="list-style-type: none"> <li>• <b>Individual Homework (Post to Turnit-In by 1/23): Annotated Bibliography related to the field of International Management that requires THREE entries. You are required to use scholarly academic research databases that will require you to access the resources available to you through the LU Library. <u>Caution:</u> Internet searches through Google/Bing or others will not provide you with the graduate level of data that you will need.</b></li> <li>• <b>Overview of Exercise 1B (pages 35-36).</b></li> <li>• <b>The required text is available at pearsonhighered.com, or other vendors such as Amazon.</b></li> </ul>
<b>January 23</b>	<ul style="list-style-type: none"> <li>• <b>In-Class &amp; Homework Group Assignment (post to Turnit-in by 1/30): In your student learning group of 4-5 students, complete Exercise 1B (pages 35-36). The group does not have to complete Steps 5 &amp; 6. The group will submit their work for Step 4 to Turnit-in for an A-F grade. The purpose of this exercise is to have you gain an understanding of strategic terms and their application to financial reports. In addition, to complete part of this exercise, you will need to visit the LU library to research Hershey in the Standard and Poor's Industry Survey publication.</b></li> </ul>
<b>January 30</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Chapter 1: Introduction: The Nature of Strategic Management: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 2/6): Exercise 1D (Page 36): Strategic Planning for Lincoln University.</b></li> <li>• <b>Individual Homework (Due at the start of class on 2/6): Read Chapter 2: The Business Vision and Mission.</b></li> </ul>
<b>February 6</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Chapter 2 (The Business Vision &amp; Mission): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Due at the start of class on 2/13): Read Chapter 3: The External Assessment.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 2/13): (1) Exercise 2C (Write a Vision &amp; Mission Statement for the Hershey Company) (page 55), and (2) Exercise 2D (Compare Lincoln University's Vision and Mission Statements to That of a Leading Rival Institution)(page 55).</b></li> <li>• <b>Group Homework (Post to Turnit-In by 2/13): Mini-Case on Walt Disney Company (page 56).</b></li> </ul>
<b>February 13</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt</li> </ul>

	<p>provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</p> <ul style="list-style-type: none"> <li>• <b>Chapter 3 (The External Assessment): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 2/20): Exercise 3F (Develop a Competitive Profile Matrix for Hershey Company (page 86)).</b></li> <li>• <b>Group Homework (Post to Turnit-in by 2/20): Exercise 3D: Develop an EFE Matrix for Hershey Company (page 84).</b></li> <li>• <b>Individual Homework (Due at the start of class on 2/20): Read Chapter 4: The Internal Assessment.</b></li> </ul>
<b>February 20</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>DUE TODAY: POST YOUR JOURNAL (J-1) ON CANVAS (Covering January 16 to February 13 class sessions).</b></li> <li>• <b>Chapter 4 (The Internal Assessment): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 2/27): Exercise 4D (page 124): Construct an IFE for Hershey Company.</b></li> <li>• <b>Group Homework (Post to Turnit-In by 2/27): Exercise 4C (page 124): Perform a Financial Ratio Analysis for Hershey Company.</b></li> <li>• <b>Individual Homework (Due at the start of class on 2/27): Read Chapter 5: Strategies in Action</b></li> </ul>
<b>February 27</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Chapter 5 (Strategies in Action): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 3/6): Mini-Case on LinkedIn Corporation (page 163).</b></li> <li>• <b>Group Homework (Post to Turnit-In by 3/6): Exercise 5A: Develop Hypothetical Hershey Company Strategies (page 159).</b></li> </ul>
<b>March 6</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Chapter 6 (Strategy Analysis and Choice): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual Homework (Due at the start of class on 3/20): Read Chapter 7: Implementing Strategies: Management, Operations, and Human Resource Issues.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 3/20): Mini-Case on The Starbucks Corporation (pages 201-202).</b></li> <li>• <b>Group Homework (Post to Turnit-In by 3/20): Exercise 6A: Perform a SWOT Analysis for Hershey Company (page 198-199).</b></li> </ul>
<b>March 20</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Chapter 7 (Implementing Strategies: Management, Operations, and Human Resources) Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Due at the start of class on 3/27): Read Chapter 8: Implementing Strategies: Marketing, Finance/Accounting, R&amp;D, and MIS Issues.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 3/27): Exercise 7D: Understanding Your University’s Culture (page 240).</b></li> <li>• <b>Individual Homework (Due at the start of class on 3/27): Read “How to Prepare and Present a Case Analysis (pages 357-367).</b></li> </ul>
<b>March 27</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Chapter 8 (Implementing Strategies: Marketing, Finance/Accounting, R&amp;D, and MIS Issues): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Due at the start of class on 4/3): Read Chapter 9: Strategy Review, Evaluation and Control.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 4/3): Exercise 8C: Prepare an EPS/EBIT Analysis for Hershey Company (page 274).</b></li> <li>• <b>Group: Assignment of Business Cases for Analysis and Presentation. For further guidance, please review the Concepts by Case Matrix on pages xxvi-xxvii, and the Case Synopses on pages xxviii-xxix.</b></li> <li>• <b>Individual Homework Related to Group Business Case Assignment Above (Post to Turnit-In by 4/10): Assurance of Learning Exercise (pages 365-367): Strategic Planning for Gruma SAB.</b></li> <li>• <b>Group Homework (Post to Turnit-In by 4/3): Mini-Case on Alibaba Group Holdings.</b></li> </ul>
<b>April 3</b>	<ul style="list-style-type: none"> <li>• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Chapter 9 (Strategy Review, Evaluation and Control): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Due at the start of class on 4/10): Read Chapter 10: Business Ethics, Social Responsibility, and Environmental Sustainability.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 4/10): Exercise Mini-Case on TJX Companies, Inc.</b></li> <li>• <b>Group Homework (Post to Turnit-In by 4/10): Exercise 9B: Prepare a Strategy-Evaluation Report for Hershey Company.</b></li> <li>• <b>DUE TODAY: POST YOUR JOURNAL (J-2) ON CANVAS (Covering February 20 to March 27 class sessions).</b></li> </ul>
<b>April 10</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Chapter 10 (Business Ethics, Social Responsibility and Environmental Sustainability): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Due at the start of class on 4/17): Read Chapter 11: Global &amp; International Issues.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 4/17): Exercise 10B (page 324): Does Hershey Company or Mars, Inc. Win on Sustainability?</b></li> </ul>
<b>April 17</b>	<ul style="list-style-type: none"> <li>• <b>Entry Ticket:</b> Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</li> <li>• <b>Chapter 11 (Global &amp; International Issues): Concepts: Lecture/Class Discussion/Class Exercises.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 4/24): Exercise 11A (page 352-353): Business Cultures across Countries: A Hershey Company Analysis.</b></li> <li>• <b>Individual Homework (Post to Turnit-In by 4/24): Mini-Case on Domino's Pizza, Inc. (pages 354-355).</b></li> <li>• <b>Group Homework (Post to Turnit-In by 4/24): Exercise 11B (page 353): Hershey Company Wants to Enter Africa. Help Them.</b></li> <li>• <b>DUE TODAY (POST TO TURNIT-IN TODAY [4/17]): DRAFT GROUP TYPED BUSINESS CASE ANALYSIS. You will receive feedback by 4/24 so you will have the opportunity to revise your report and submit a final copy on 5/1 for an A-F grade.</b></li> </ul>
<b>April 24</b>	<ul style="list-style-type: none"> <li>• <b>Group Strategic Management Business Case Presentations (Please refer to pages 360-365 for completing a written case analysis and preparing for your oral presentation).</b></li> </ul>
<b>May 1</b>	<ul style="list-style-type: none"> <li>• <b>Group Strategic Management Business Case Presentations.</b></li> <li>• <b>DUE TODAY: POST YOUR JOURNAL (J-3) ON TURNIT-IN (Covering April 3 to April 24 class sessions).</b></li> <li>• <b>DUE TODAY: POST YOUR FINAL COPY TO TURNIT-IN.</b></li> </ul>

- **Late Assignments NOT accepted after May 8, 2017.**

## Appendix A. Program and Institutional Learning Outcomes.

<b>Institutional Learning Outcomes (ILOs)</b>	
<i>Graduates of the BA program of Lincoln University should be able to:</i>	
<b>1a</b>	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
<b>2a</b>	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
<b>3a</b>	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
<b>4a</b>	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
<b>5a</b>	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
<b>6a</b>	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
<b>7a</b>	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field
<b>Program Level Outcomes (PLOs)</b>	
<i>Students graduating our BA program will be able to:</i>	
<b>1</b>	Demonstrate knowledge in the principle areas of general business and specific areas of concentration, which include: general business, management, entrepreneurship, and management information business.
<b>2</b>	Determine the information needed to evaluate a business problem. Apply critical thinking and reasoning skills to recognize credibility and accuracy.
<b>3</b>	Demonstrate the ability to communicate with others using written and oral communication tools.
<b>4</b>	Demonstrate the ability to use analytical skills to understand business problems and make well-informed decisions.
<b>5</b>	Apply and comply with ethical and legal principles and evaluate different ethical perspectives.

## Appendix B. Classification of courses.

Code	Classification	Description
Courses < 10, and 300A/300B	Review (R)	Review courses are supplemental courses that are not a part of any program.
Courses 10 - 99	Introductory (I)	Introductory undergraduate courses are designed to acquaint students with foundational concepts, ideas, and competences in a specific field of study as well as general education disciplines. General Education courses provide a background in the liberal arts and expose students to the fundamental aspects of human culture. They also help students to develop analytical and communication skills and foundation for advanced work in the major field of study.
Courses 100 - 199	Developed (D)	Developed undergraduate courses build upon the concepts, ideas, and competences introduced in the Introductory level; expanding students' understanding of the specific field of study.
Courses 200 - 286	Advanced (A)	Advanced courses in undergraduate programs are intended to bring students' comprehensive knowledge of concepts, ideas, and skills in the specific field of study to the highest level within the baccalaureate programs.
<b>Courses 288 - 299</b>	<b>Bachelor Assessment (BA)</b>	<b>Bachelor Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.</b>