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LINCOLN UNIVERSITY GRADUATE PROGRAMS

Spring Semester, 2018

Course Title: Business Strategy & Decision Making (BA 390)

Level: Mastery 2 (M2)

Instructor: Marshall J. Burak

Contact Information: mburak@lincolnuca.edu

Prerequisites: BA 301, BA 304, BA 307, BA 320, BA 340 and at least two concentration courses

Course Contact Hours and Credit: 3 units (45 hours of lectures) / 15 weeks

Office Hours: Wednesday, 11-12:30pm and by appointment

Office: Room 307

Course Meeting Times: Wednesday 12:30-3:15pm

Spring Semester, 2018

Required Text

Glo-bus Business Simulation Value-Pak

Available with Simulation Registration

Catalog Description

BA 390 – Business Strategy & Decision Making

Each student is expected to develop a better understanding of business strategy approaches and techniques, and to acquire knowledge and skills relating to the decision-making process.

Emphasis is on decision-making while still recognizing the importance of the specialized



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functions of an organization. Readings and case materials are reinforced with participation through written tests, a paper, and oral presentations in decision-making and computer applications. This is the capstone course, and not for beginners. (3 units)

DETAILED COURSE DESCRIPTION

Business Strategy & Decision Making

Today's business firms develop, grow and operate in an extremely complex and often fiercely competitive marketplace. Decisions that managers make must, therefore, be based on the most complete and current information available about their markets, products, technology and resource availability. Such decisions require inputs from many sources and disciplines and must, by virtue of their complexity, draw upon the skills, knowledge and experience of the entire management team. Successfully competing in a rapidly evolving global business environment depends upon management creating a strategic focus and coherent plan for growth, innovation and superior financial performance. Ultimately, it is management's careful consideration and blending of information, opportunity and resources that form decisions that have strategic value in terms of the continuing successful development of the firm.

EDUCATIONAL OBJECTIVES

This course will focus on the corporation and the set of strategic factors that underlie the basis for formulating and implementing management decisions. These strategic factors have both internal and external impact on the firm in terms of influencing both the organization of the business and its outreach to and interaction with the global marketplace. Cases will be used to illustrate how business firms develop strategic responses and management decisions to critical issues such as competitive threats, technology change, growth opportunities and financial performance. Emphasis will be placed on the analytical techniques and tools for creating useful



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and valid business, market and financial information that becomes the foundation for the development of strategic management decision making. In addition to a mid-term and final exam, students will be required to participate in a Strategic Management Simulation that involves the development and implementation of operating strategies and decisions that determine the Simulation company financial performance, operating effectiveness and growth. A core learning experience in this course is involving students in the process and methodology used to analyze a complex business to determine and critique the company's strategies and decisions that best support and result in the successful operation and profitable growth of the company they are responsible to manage.

LEARNING OUTCOMES

The combination of assignments discussed under Learning Objectives are designed to provide measurable student learning outcomes in the following business and management areas: 1) leadership skills; 2) collaboration and team work; 3) analytical skills; 4) financial management skills; 5) operations management skills; 6) marketing management skills; 7) human resource management skills; 8) strategic analysis and planning capabilities; and, 9) understanding of corporate social responsibility. Course assignments given during this course will be explained in terms of these learning outcomes elements and how they are measured and calculated.

Learning Outcomes Matrix

The University has developed a learning outcomes matrix that associates Institutional Learning Outcomes with Program and Course Level Outcomes. All elements of the teaching and instructional process used in this course is now associated with student learning outcomes that are specific to this course but are also supportive of the University's Program and Institutional learning outcomes objectives.

The following table of learning outcomes identifies the BA 390 course specific expectations and their relationship to supporting MBA program and institutional learning outcomes objectives.



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An appendix has been attached to this syllabus, which provides a detailed explanation of the University's Institutional and Program learning objectives.

All student performance on assignments made in BA 390 is now associated with the learning outcomes developed in the tables included in this syllabus. Most specifically, the results of the Glo-Bus simulation provide extensive and detailed student learning outcome results that are most helpful in guiding the continuing development of this course's use of educational technology, instructional methodologies and content.

As a capstone course, students are expected to demonstrate the ability to integrate a broad base of business information, apply the appropriate tools for analyzing data developed and collected, and make considered and complex strategic business plans and decisions.

	Course LO	Program LO	Institutional LO	Assessment
1	Employ analytical techniques and tools to create valid information in support of decision-making	PLO 1	ILO 1b, ILO 2b	Simulation management game, Case study, Classroom exercise
2	Formulate and implement strategic responses to change in external and internal environment	PLO 2	ILO 1b, ILO 2b, ILO 4b	Simulation management game, Case study, Classroom exercise
3	Evaluate and effectively communicate potential global business opportunities and risks	PLO 3	ILO 2b, ILO 7b	Simulation management game, Case study, Classroom exercise
4	Be able to identify tools and technique needed to obtain competencies, capabilities, and resources required for the implementation of business strategy	PLO 4	ILO 4b, ILO 5b, ILO 6b	Simulation management game, Case study, Classroom exercise
5	Define corporate development objectives that allow to achieve	PLO 5	ILO 4b, ILO 5b	Simulation



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	and sustain competitive advantage			management game, Case study, Classroom exercise
6	Manage corporate social responsibilities issues within a context of strategic development	PLO 6	ILO 3b	Simulation management game, Case study, Classroom exercise

Instructional Methodology

I. GENERAL INSTRUCTIONS

This is a direct classroom instruction course.

This course emphasizes a realistic look at how moderate to very large size firms develop and make strategic decisions. The approach includes an appraisal of the strengths, weaknesses and opportunities facing companies and uses real business cases as the basis for analyzing and evaluating company responses. Students are expected to have read the text and case assignments prior to class meetings. Class discussions will be based on an examination of the assigned text material and illustrative cases. The assigned textbook is to be considered a basic resource providing a presentation and explanation of strategic business concepts and the formative factors that guide and determine management decision- making. The assigned textbook readings parallel case assignments and class discussion topics. It is important that both the reading and case assignments are completed in preparation for productive class discussions.

In addition to the case assignments, students will be organized into teams and participate in the operation of a company through an automated on-line simulation program. Student teams will be required to make repetitive decisions regarding key strategic



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elements of the company based on their interpretation of the firm's competitive environment, financial and operating ratios, the economic climate, and periodic problems that arise during the simulation.

Students will receive a detailed explanation of the operating characteristics of the simulation, the cost of and means of obtaining an access card required to participate in the simulation, and the nature of the operating reports the teams will receive and the nature of the decisions the teams will be required to make.

II. READING AND PROBLEM ASSIGNMENTS

Reading assignments from the text, *Strategy: Core Concepts and Analytical Approaches* provide background concepts and analytical tools useful in evaluating assigned cases.

Case assignments are used primarily for purposes of providing practice in the development of useful information forming the basis of management strategies and decision-making.

III. Course Requirements

Successful completion of this course requires 1) an in-depth analysis of a business Case including an analysis of the company's market position, strategic initiatives and focus, strengths, weaknesses, opportunities, technology, competitive environment, resources and financial condition, and 2) active participation in the Strategic Management Simulation Game. Teams will be formed for both of these requirements.



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Each team will have a different case assigned for their analysis. The simulation game operates will all teams managing the same company but is a competitive exercise. Teams operating the Simulation Company will be judged on their success or failure relative to competing teams. At the beginning of this course instructions will be provided related to these assignments including 1) development of the case analysis, assessment of the company's strategies, key decisions, financial condition and performance, evaluation of the company's successes and failures, formation of a set of recommendations and the submission of a completed team project report, and 2) the access and operating requirements for the Simulation. Time will be set aside during my course to consult with and support each team as they undertake their project assignment and engage in making company decisions in the Management Strategy Simulation. The final team case report requires and oral presentation that I will schedule and a written report due to me by Wednesday, May 2, 2018

IV. Course Standards

- A. Students are expected to attend each class meeting and be prepared to discuss the assigned text and case materials. Students who come to class late will not be admitted until the break period. Every member of the class is expected to participate in discussions surrounding the assigned chapter and case content.
- B. Each student is required to purchase the course textbook and to be an active participant in both the team case analysis and Simulation experience.

V. BASIS FOR GRADING

- A. The Comprehensive Case Analysis assignment requires student teams to select a case to work on from a list I will provide. Once the team has selected a case, they should begin to organize their effort and assign individual members of the team specific tasks and give me a list of the team's members and their individual assignments as



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soon as it is complete. During the semester I will monitor each team's progress. Grades for the completed project will be based on the quality and completeness of the case analysis, the effectiveness of the team's oral presentation, and the organization and content of their written report including appropriate documentation and identification of sources and the correctness of spelling and grammatical usage of the English language.

- B. The Team Simulation exercise will be graded based on 1) the rationale behind the periodic decisions made by the team, 2) the company performance in comparison to the achievements of competing teams, 3) the demonstrated ability of the team to work together in determining their strategic decisions, and 4) the team's performance relative to making Simulation decision inputs in an on-time and complete manner.

C. Basis for Grading

Team Case Oral Presentation	25%
Team Case Written Presentation	25%
Strategic Management Simulation	30%
Class Participation*	<u>20%</u>
	100%

***Note: The grade component earned for class participation includes evidence that each student has registered and paid for the Glo-Bus Simulation Value-Pak, which includes registration for the simulation, and the course required text.**

B. Calculation of Course Grades



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Each exam and the project have a total possible point value of 100. Course grades are calculated based on the sum of the points earned on the case assignment and the simulation exercise times their respective weight. Class participation is based on each student's preparation and involvement in class discussion of the text cases assigned times its respective weight. The weighted semester point count earned by each student establishes his or her course grade. Letter grades are based on the following scale: A, 90-100; B, 80-89; C, 65-79. Course grading is curved depending on the overall class performance which influences the inclusion of a – or + related to the letter grade.

Course Outline and Assignments

<u>Date/Day/Time</u>	<u>Topic</u>	<u>Reading & Case Assignments</u>
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Part I

Concepts and Techniques for Crafting and Executing Strategy

Section A: Introduction and Overview

Jan. 17, Wed. 12:30-3:15pm	What is Strategy and Why is it Important? Explanation of the Course Requirements	Text: Chapter 1
Jan. 24, Wed. 12:30-3:15pm	Charting a Company's Long-Term Direction Team Development for Case Study	Text: Chapter 2



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Section B: Core Concepts and Analytical Tools

Jan. 31, Wed. 12:30-3:15pm	Evaluating a Company's External Environment	Text: Chapter 3 Case: Competition in the Craft Brew- ing Industry
Feb. 7, Wed. 12:30-3:15pm	Evaluating a Company's Resources and Ability to Compete Successfully	Text: Chapter 4 Case 5: Panera Bread in 2015

Section C: Crafting a Strategy

Feb. 14, Wed. 12:30-3:15pm	The Five Generic Competitive Strategy Options Team Oral and Written Case Planning Meetings	Text: Chapter 5
Feb. 21, Wed. 12:30-3:15pm	Supplementing the Chosen Competitive Strategy	Text: Chapter 6 Case 7: Tesla Motors
Feb. 28, Wed. 12:30-3:15pm	Strategies for Competing Internationally or Globally	Text: Chapter 7 Case 9: Pepsico
Mar. 7, Wed. 12:30-3:15pm	Discussion of Team Case Assignment Consultation with Teams on the Simulation	Guide to Case Analysis (Provided)
Mar. 14, Wed. 12:30-3:15pm	No Class Meeting (Spring Break, Mar. 13-17)	
Mar. 21, Wed. 12:30-3:15pm	Diversification Strategies	Text: Chapter 8 Case 8: Deere & Co. In 2015
Mar. 28, Wed. 12:30-3:15pm	Team Simulation and Case Study Discussion and Planning Session	
April 4, Wed. 12:30-3:15pm	Strategy, Ethics, and Social Responsibility	Text: Chapter 9 Case: TOMS Shoes
April 11, Wed.	Building an Organization Capable of Good	Text: Chapter 10



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12:30-3:15pm	Strategy Execution Discussion of Financial Analytical Techniques	Case: Tim Cook's Leadership & Mgmt. Style
April 18, Wed. 12:30-3:15pm	Managing Internal Operations: Actions that Promote Good Strategy Execution Corporate Culture and Leadership-Keys to Good Strategy Execution	Text: Chap. 11 Text: Chap.12
April 25, Wed. 12:30-3:15pm	Final Simulation Review Student Team Case Analysis Presentations	
May 2, Wed. 12:30-3:15pm	Student Team Case Analysis Presentations (Continued)	

Comprehensive Team Case Projects Due in hardcopy on May 2, 2018

Revised: January, 2018



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Appendix A. Program and Institutional Outcomes

Institutional Learning Outcomes (ILOs)	
<i>MBA Graduates of Lincoln University should be able to:</i>	
1b	Recognize and be able to work with the components of reasoning and problem solving; understand concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
2b	Gather and assess relevant information, using abstract ideas to interpret it effectively; to develop well-reasoned conclusions and solutions, and test them against relevant criteria and standards
3b	Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare
4b	Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same.
5b	Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values.
6b	Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace.
7b	Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline.

Program Level Outcomes (PLOs)	
<i>Students graduating our MBA program will be able to:</i>	
1	Develop and exhibit applied and theoretical knowledge in the field of management and business administration
2	Use theoretical knowledge and advanced problem-solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management
3	Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters
4	Demonstrate autonomy, creativity, and responsibility for managing professional practices
5	Demonstrate leadership and set strategic objectives for team performance
6	Identify ethical issues/problems in business organizations and reach decisions within ethical framework



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Appendix B. MBA Course Learning Classification

Code	Classification	Description
Courses 300 level w/o graduate prerequisites	Mastery 1 (M1)	Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences.
Courses 300 level with graduate prerequisites	Mastery 2 (M2)	Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study.
Courses 398, 399	Mastery 2 / Assessment (M2A)	Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.