LINCOLN UNIVERSITY COURSE SYLLABUS & GUIDE

COURSE NUMBER: BA-326

Course Title: MBA Special Topics in Business Administration

(3 Units, 45 Hours)

Course Start Date: August 25, 2025 **Course End Date: December 8, 2025**

Time: Monday, 3:30 pm to 6:15 pm

Office Hour: Monday, 2:30 pm to 3:30 pm by arrangement

Classroom: TBD by Registrar's Office by the 1st Day of Class (check website or posted classroom schedule when you arrive at the university)

Lincoln University Course Catalog Description:

The Value Chain Analysis and Design course equips students with the tools and methodologies necessary to understand and optimize value chains in various industries, focusing on critical elements like network diversification and technology investments. Through theoretical and practical applications, students learn to deconstruct value chain components, identify performance differences, and design frameworks that align with organizational goals, preparing them to effectively navigate the complexities of the evolving global marketplace as future supply chain managers. (*Mastery-1*)

Required Text, Supplemental Texts, Technology & Web Sites

Required Text (print, digital, rental)(HEOA compliant):

Waters, D., Helman, D.

2023 The Value Chain Network. Springer Nature International Publishing. ISBN 9783031380006

E-Text: $64.99

Required course digital site(s) and access:

Lincoln University has an institutional Canvas account so you will be able to access ALL of your classes and you will already be on the roster for each of your courses. From Canvas, you can download course materials in the "files" section, see your progress in each of your courses, and review feedback from Turnit-In on the course work you submit for grading. The following link is on the LU website at:

https://students.lincolnuca.edu/canvas/

Lincoln University Course, Program, and Institutional Learning Outcomes:

Lincoln University has established program and institutional learning outcomes for our graduate business students, which are listed and available on the LU website. You should re-familiarize yourself with all of them because our aim in this course is for you to have multiple opportunities to achieve them. Detailed descriptions of the institutional and program learning outcomes and information about the assessment procedure are available at the Learning Outcomes Assessment page on the LU website: https://acqa.lincolnuca.edu/learning-outcomes-assessment/.

Instructor's Student Learning Goal(s) & Outcomes for this Course:

Based on my professional management practitioner background, industry background, and academic experience; I have developed the following competency-based learning goals and outcomes for this course that will focus on equipping students with those skills and abilities that have real-world relevance and align with the requirements to be successful in the current and future dynamic workforce.

Instructor's Course Learning Goals:

1. Students will be able to critically analyze existing value chains, deconstruct them into their constituent activities and processes, and identify key performance drivers and bottlenecks within those systems. This includes the ability to assess value chain effectiveness across diverse industries and business models.

2. Students will be able to strategically align value chain design with organizational objectives, market demands, and competitive positioning. This involves developing comprehensive strategies that integrate operational practices with overarching business goals to enhance value creation and capture.

3. Students will be able to leverage technological advancements (e.g., AI, blockchain, IoT) to optimize value chain performance, improve operational efficiency, enhance supply chain visibility, and drive continuous improvement. This includes evaluating and selecting appropriate technologies based on specific organizational needs and industry contexts.

4. Students will be able to design and re-engineer value chain networks to promote diversification, resilience, and responsiveness to dynamic global environments. This includes mitigating risks associated with tariffs, optimizing parcel rates, and adapting to disruptions in the supply chain network.

5. Students will be able to integrate ethical and sustainable considerations into value chain design and operations, promoting responsible sourcing, minimizing environmental impact, and ensuring fair labor practices across the supply chain. This goal equips future supply chain managers to navigate the complexities of global commerce with a focus on long-term value creation and corporate social responsibility.

Instructor's Course Learning Outcomes:

1. Students will be able to critically analyze and articulate the individual components of a value chain, demonstrating an understanding of how each component contributes to overall value creation and organizational performance.

2. Students will be proficient in identifying and evaluating key performance differences across various industries, utilizing industry benchmarks and performance metrics to assess the effectiveness of value chains in diverse market contexts.

3. Students will demonstrate the ability to design and implement optimized value chain frameworks tailored to specific organizational objectives, employing analytical tools and methodologies to enhance efficiency and competitiveness.

4. Students will assess and critique the strategic alignment of business operations with value creation goals, ensuring that operational practices are coherently integrated with overarching business strategies to achieve sustainable competitive advantage.

5. Students will be skilled in leveraging technology and innovative practices to drive continuous improvement within value chains, applying knowledge gained in the course to propose relevant technology investments and process enhancements that respond to changing market demands.

These goals and outcomes provide a comprehensive framework for assessing student learning and their ability to apply theoretical knowledge to real-world scenarios in value chain management. These learning outcomes will prepare students to successfully engage with the complexities of value chain analysis and design in their future careers as supply chain managers. While I believe, from my professional experience, that my student learning goals and outcomes listed above are important for you to succeed in organizational life; Lincoln's institutional goals, program, and course learning outcomes are a priority for our University, for you, and are my priority for this course. You should familiarize yourself with them and they are located on the LU website at: https://acqa.lincolnuca.edu/learning-outcomes-assessment/. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

Smartphone, Tablet, Notebook Computer Technology:

Organizational, business, and social culture in most parts of the world utilize technology as if it were an additional limb or extension of our body. Think about how you feel when you forget or leave your smart phone at home, or you have a low-battery when you need to have that quick Zoom call while riding in a Grab car. For most of us, we experience at least some degree of discomfort not having it available for our immediate use. With that in mind, our class sessions (ground classes, and if necessary, online) 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 and routinely used for business and management.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class just as you would in the workplace. However, you need to have your devices on vibrate so that it will not distract the class or your classroom manager (me). 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 Provost's office for counseling before being admitted back to class.

Using your personal devices for things that are unrelated to our coursework is not allowed unless we are on a class break. The instructor will take corrective action if this privilege is abused.

Instructor

Dr. Mike Guerra, Associate Professor of Business Administration & Leadership Studies

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)
Lincoln University e-mail address: mguerra@lincolnuca.edu (you can e-mail me any time)
Course Specific Office Hour: Room 301, Thursday, 3:15 pm to 4:15 pm) by arrangement in advance.

I've provided a brief instructor profile below because an important step in instructional design is for an instructor to establish professional practitioner credibility in the discipline he or she is teaching for students taking a course so students can understand how concepts and approaches discussed in a textbook are actually used and/or adapted in professional practice. Also, understand that my primary position at Lincoln is the Administrative Vice-President, and I am essentially a part-time instructor.

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 for-profit, government and non-profit organizations. Have recently been the CEO of a financial services and investment company with operations in Singapore, the EU, Malaysia, and Vietnam. Also involved in consulting for Southeast Asian companies importing and exporting consumable products on supply-chain strategies and optimization. Current and past experience also includes serving as a member and officer of several Boards of Directors for public and private organizations. Currently serving as the elected President of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown/Uptown Oakland Community-Benefit Business Districts. International management consulting experience specializing in process, management audits, problem-solving, talent development and management, strategic, and organization development in NGOs, government, and a small number of for-profit firms. Past 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, problem-based learning, talent recruitment, ethics, training and performance policies, practices, and procedures.

Has extensive professional experience in managing WEB-3 blockchain investment operations; domestic procurement; service operations; crisis/critical incident/disaster preparedness prevention, management, and recovery; capital budgeting; policy development; MIS administration, needs assessment and purchasing; HR compensation; organizational training and education systems; organizational and regional strategy formulation, implementation and evaluation; managerial accounting; management audits; problem-based-learning (PBL) training programs; and both contract and labor union negotiations

(as a union negotiator and as a management representative). Additionally; have designed, implemented, and managed marketing, recruitment, retention, and hiring programs for attracting and keeping new talented employees.

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. Has occasionally been a paid guest lecturer on a variety of topics, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization (not organizational) development and leadership at other universities. In addition, has occasionally consulted with local colleges and universities external to Lincoln to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, has been a member of academic advisory boards for the South Bay Community College Consortium (SF Bay Area region), and the University of San Francisco's School of Management (USF). As a professional practitioner, have been involved in designing and delivering legally defensible professional training programs and courses that received lower division undergraduate course credit since 1986.

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

Introduction

The current global business environment (for-profit, non-profit, NGOs) has significantly evolved from what it was before and during the COVID-19 pandemic, and in order for organizations to succeed and grow in this environment, we need to be able to evolve and adapt to rapid change, and make the right strategic decisions for our organizations in this globalized business setting. There is an old Chinese proverb (a graphic hangs in my LU office) that I think about often: "Don't be a frog in the well!" I will try my best to provide current or even real-time relevant international business situations and issues so you do not acquire a perspective based on viewing the business world by looking in the rear-view mirror of your vehicle of what has been, i.e., relying only on even a great textbook and the accompanying PP slides.

To be successful in this course, you need to be skilled in 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.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of a graduate business student. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.
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 or on Telegram.

I have also designed this course so that you will have multiple learning opportunities to achieve each of 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 within this course. From this syllabus, you will also see that you will receive feedback as your work toward completing and submitting a final version of your high point value assignments instead of submitting them at the end of the course for a final grade on the last day of the course with no feedback that can be used for future assignments.

Keep in mind that a master's degree level course prepares you to teach, and when you graduate with your degree, at some universities, you are "…welcomed into the company of scholars." With this in mind, I will provide opportunities for graduate students to develop their teaching skills.

Class Procedures

Before you arrive for a classroom/online session, you are responsible for reviewing the course syllabus for: instructions, assignments, exams, 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 just as your employer expects you to arrive at work ready to take care of business!

Instructional methodology includes: lectures, class discussions, individual/team presentations, guest presentations (not yet confirmed), demonstrations, role-playing, group work, buzz groups, practical exercises, social networking, and crowdsourcing as it relates to this course, web-based instruction, and video (some videos will be in South Korean or another language with English subtitles). As mentioned above; having your smartphones, tablets, and notebook computers readily available 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 the classroom. 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 studied our text and course materials.

This semester, there may be one or two times where a class session may need to be held online through Canvas due to me having to be away on university/professional business. In these circumstances, I will cover the instructional material and have class discussion using Canvas and Zoom platforms.

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. 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 in 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 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 at the following link: http://file.lincolnuca.edu/catalog/student%20Handbook/Student%20Handbook%20(2020-2021).pdf. 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 to 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 explain their personal self/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.
- **Eating is not allowed in class.** You may have water and/or a beverage container that is spill resistant. This is a recent policy change for me since Lincoln needs to economize of maintenance services for classrooms. Chewing gum is fine but no blowing bubbles.
- **Plagiarism Detection:** Lincoln University subscribes to Turnit-In plagiarism prevention service, and you will need to submit written assignments on Canvas that has Turnit-In activated. Student work will be used for plagiarism detection. Originality Reports WILL be available for your viewing.
- **AI Assist Detection:** Turnit-In incorporates AI detection software that integrates with their plagiarism detection software. AI detection includes comparing your past assignment submissions with the current one the software is reviewing. If the writing styles do not match it will flag your submission for further analysis for AI assistance. You are encouraged to use the grammar/writing assistance tools along with the plagiarism correction tools that are part of Turnit-In. You can upload review copies to Turnit-In up the deadline for the submission to get

feedback to improve your assignment. Once the deadline for the assignment is past, you can only submit once to Turnit-In, which is the one that will be graded. If you use a vendor like Grammarly, please indicate this by adding a note in Canvas for the assignment explaining what software you used to modify your coursework so I can review it if the AI in Turnit-In flags it as AI generated. If you don't post a note identifying your use of software to assist your writing, the assumption will be that it is AI generated and you will receive zero points for the assignment. Spell check or MS Word editing software is not flagged as an AI assist so don't mention that you used it. Also, Google Docs and Apple Pages is not flagged.

- **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 in Canvas so you can track changes. This is especially important to take note of since I may need to modify the syllabus if the number of enrolled students is below 15, or larger than 45.
- **Student Composition**: For classes comprised of multiple student classifications, the instructor will try to modify the educational experience to best accommodate everyone's instructional needs.
- **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 medically documented 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 as defined by California and federal laws. The recommended reasonable accommodations to ensure full participation in the successful completion of course requirements according to the verified disability will help guide modifications to course instructional materials, assignments, and exams. If a student believes he or she has a professionally undiagnosed learning disability, please complete the request below so that the university can help suggest options for obtaining medical assistance (student health insurance is a possible option) for your perceived disability so your disability can be validated, and accommodations can be made in class as soon as the validation can be used to guide the accommodation. You can use this link to expedite your request: https://acqa.lincolnuca.edu/ada-accommodations/
    - **I have included a link from the University of California system that describes what is required to obtain a medically documented disability as a guide:** https://dsp.sa.ucsb.edu/sites/default/files/2020-07/ldpractices.pdf

- **Academic Counseling/Tutoring/Remedial Instruction**: If you find yourself in need of tutoring for this course or any of your other courses Lincoln has resources to help you in the form of tutoring (one-to-one), and small group remedial instruction. Go to student services or use this link: https://students.lincolnuca.edu/academic-counseling/.
- **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, explain 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**: To complete assignments, you will find it helpful to use resources available through the Lincoln University Library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the LU Library website (lincolnuca.libguides.com).
- **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) collaborating with other students to complete assignments with the instructor's approval (f) using a commercial term paper service.

  If coursework is submitted that contains significant evidence of plagiarism (10%-80% of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. Between 80-100%, there will be zero points. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be reduced severely using the following criteria. If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect low-satisfactory to poor achievement (73% or less). If there is evidence of 10-25% of plagiarism, the grade/evaluation will be "F" or 59% of the points. If there is more than 25% of plagiarism, there will be "0" points for the assignment. Repeat violations will be referred to the provost office for misconduct. And, assignments cannot be re-done.

  If more than one student in class is found to have plagiarized by copying the same assignment from another student, all of the involved students will receive "0" points for the assignment regardless of the percentages listed above.
- **Syllabus Confirmation and Explaining:** The syllabus can be downloaded from the LU website and Canvas. 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 or you need clarification, 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 1% for not following instructions. Electronic submissions without these items will not be counted, late deductions will apply, and you must use your lincolnucasf account for electronic submissions.

- **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 (pick one and be consistent) 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 Assignment Point Deductions:** Individual (includes homework exams) and Learning Group Case assignments can be turned in late under the following conditions. If the assignment is turned in late after one full week (class day to class day), there will be a 5% deduction for the assignment point value before it is graded if it is submitted by the end of the second full week. **Assignments are not accepted if they are submitted more than two full weeks late (see below for assignments due the last day of class). So, 2-weeks late, "0" points for the assignment even if submitted.** The reason for this is that when I had a more generous late submission policy, students would use the late submission deadline as their due date and would submit their assignments one month late, which affected their learning ability to keep pace with the instructional methodology for the course.
- Assignments uploaded into the "comments" section of an individual assignment on Canvas will not be graded since it has not been evaluated by Turnit-In.
- Assignments due on the last class session can be turned in up to 2-days late without any late point deduction; however, assignments submitted after the 2-day deadline will receive zero points. The only exception is if the student provides verifiable documentation that the circumstances were involuntary as determined by this instructor.
- **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—it is your responsibility to contact the instructor. These late registration options are not available to students who are registered at the time of the first class session.
- **Late Exams:** If you missed an in-person exam due to late registration, a make-up in-person exam will be given using the same schedule for late registration. For online quizzes/homework exams, please pay attention to the due dates and availability dates indicated in Canvas.
- **Missed In-Person Exams (Not Homework Exams/Quizzes):** If you miss an in-person exam, and have a valid excuse (healthcare providers note, accident report number, subpoena, etc.), you can take a make-up in-person exam within one week of the original exam date. It is the student's responsibility to contact the instructor and request a date/time for the make-up exam, which the instructor may approve, or provide an alternative date for when the instructor is available on campus. If a student misses an exam because of parental issues, please contact the instructor to discuss if the circumstances qualify for a make-up exam. Missing an in-person exam for the

student's convenience such as: a doctor's appointment, an appointment with an attorney, work, etc. do not qualify as an excuse for missing an exam.

- **There is no extra credit available in this course and assignments cannot be re-done once submitted to Canvas by the assignment deadline.**
- **Late Registration Attendance:** If you start to attend classes after a course has already started, you need to check with the Registrar's office to verify your attendance requirements. Depending on university policy, if you've already missed class sessions before you even registered, the missed class sessions could count toward your university attendance record. It's better to check to ensure you do not receive a warning letter for missing too many class sessions.
- **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. However, this practice depends on the number of students in the class. If there is a small number, you may be allowed to form your own groups.
- **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 class discussions in meaningful ways because it will help you understand the course instructional materials better, and you will be able to interact with other students who can offer different perspectives of the instructional materials and share them with other students.

Maintaining attendance may help you achieve a higher grade in this course. You can help yourself and other students in class by:

- 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.

Please note that in past classes I have included points for attending each class session. This is no longer the case. You do not receive any grade for attendance. Also, I track attendance in Canvas for the university and the system includes 100 points in the Assignment section and includes this in the total grade points for your coursework, which inflates your actual grade if you have been attending all the sessions. Near the end of the course, I delete the attendance section since it does not count toward your grade, which can raise or lower your graded points/percentage. To know your actual grade, only count those assignments listed in the Assignment section. There are only 100 points in total for the course, so it is pretty easy to calculate your grade.

You cannot make-up group assignments or in-class group activities if you are absent or are unable to participate in the group regardless of the reason since it is a group grade not an individual grade. Students who have a medically verified learning disability from a medical professional that specifically relates to working in a group can have this assignment modified to follow the recommended accommodations specified in their medical report.

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 (first 25 minutes of in-person classes) using either coursework, textbook checks, or by a student's presence. **I do not record late students if they have not arrived at class within the first 25 minutes of class**.

In an online or Zoom classroom, I will check on attendance throughout the online session. You may need to register to enter each class session, which then automatically documents attendance.

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/or on the grades of your fellow group members.

Grading

Homework, Assignments, Exam Grades will appear in Canvas, and your final grade will be in Canvas, and may also be listed in Blackbaud.

Course Grade Weighting:

Category	*Percent*	*Point(s)*
Individual: Homework Assignments (1-9, 3.33 points each)	30%	30
Individual: Parts I-IV Analyses (x4, 15 points each)	60%	60
Group: Value Chain Proposal & Presentation	10%	10
Total:	**100%**	**100**

VERY IMPORTANT: Be familiar with what is considered a "passing" grade for your master's degree program, which according to the LU catalog on page 48 is: "A grade of C or better is required in all courses to fulfill degree requirements for graduate programs. "

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. For exams, if a question from the textbook's test bank is determined to be inaccurate or confusing, the instructor may eliminate that question from the grading and adjust student scores as necessary

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

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An 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 for a graduate student. A 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 for a graduate student. 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 for a graduate student. 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 for a graduate student. 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 for a graduate student. 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 for a graduate student. 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 for a graduate student. 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 for a graduate student. 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 for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Assignments & Coursework

Except for presentations, you will only have to submit your coursework to Canvas. Please see the schedule at the end of this syllabus for further details.

Description of Assignments:

*****Note: In the Canvas system, I have turned on the feature so you can submit multiple versions of your assignment so you can obtain feedback from Turnit-in. This will allow you to obtain feedback about your writing mechanics and plagiarism that you can use to revise your assignments and re-submit them. This feature will not work after the due date. It will only accept one late assignment submission.**

If you think there is conflicting information, please refer to the course session schedule at the end of this syllabus for any updated and/or revised information concerning assignment instructions, modifications, or due dates. If there is conflicting information, the course session schedule is the final determinant for coursework.

For analyzing business cases, there is a guide at the end of the syllabus that provides guiding questions along with a simplified example of a case analysis.

1) **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 the material within the assigned textbook chapters so if there is a concept that you are having trouble Explaining, please raises the issue during our class.

2) **Individual Homework: Parts I-IV Analysis Papers:** As most students are aware, most of your courses probably have a very large project due near the end of your course that counts as a significant part of your overall grade. And, you receive feedback from your instructor near the end of your course, or not at all if the assignment is due on the last day of class. It makes it difficult for a student to apply his or her feedback to improve their assignments during the course. For this course, there are four papers that cover the four parts of the course, and are essentially one large research project broken down into four parts for grading. This should allow

you to time apply feedback you receive from your submission to future assignments. The four homework papers should take you approximately four hours to complete each of them, which means 12-hours average total time. This amount of time is approximately the same amount of time it would take to complete a 15-20 page paper. This is assignment is also in-lieu of any exams.

3) **Group:** Small Group Value Chain Analysis and Improvement Proposal. This project provides a valuable opportunity to apply what you've learned about value chain management and develop skills in teamwork, analysis, and problem-solving. This group project aims to provide students with practical experience in analyzing and improving a value chain for a specific product or service. The project requires teamwork, critical thinking, and the application of value chain management concepts learned in class.

4) **Individual Homework Assignments (1-9):** Assignments related to course material in textbook chapters and discussed during class sessions. These assignments should take from 30 minutes to 1-hour to complete, and need to be uploaded to Canvas by the due date. The description of the assignments are located in the "Assignments" and "Files" sections of Canvas.

As you review the table above, you will notice that each assignment is connected to institutional, program, and course learning goals and outcomes. You should also see that you will have multiple opportunities to achieve most goals and outcomes throughout the course so you can build your level of competence. In addition, when you review the schedule of assignments below, you will see that you will receive feedback on your coursework throughout our course and that you can use it to improve your competency. You will also see that you will receive feedback to improve your performance for those assignments with high point values, so you have the opportunity to improve your work before a final submission.

Individual: **Course Work Institutional (ILO), and Program Student Learning Outcomes (PLO) & Course SLOs**

I/G Assignment (I = Individual, G = Group)	Course Grade Weighting	ILOs	M-PLOs	Instructor's Course LOs
I/ Homework Assignments 1-9	30%	1,2,4,5,6,7	2,3,4,5,6,7	1,2,3,4,5
I/ Parts I-IV Analyses	60%	1,2,4,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5
G/ Value Chain Proposal & Presentation	10%	1,2,3,5,6,7	1,2,3,4,5,6,7	1,2,3,4,5

Schedule & Assignments

Session	*Course Outline*
August 25	• **Introduction to course and syllabus review.** • **Review of Institutional, MBA Program & Course Student Learning Outcomes.** • **Learning Group Assignment (3-5 other students to form a learning group).** • **Individual Homework: Read Chapter 1: The Development of the Value Chain Network: Introduction.** • **Class Session Topic: Chapter 1.** • **Individual Homework Assignment #1: Chapter 1: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by September 15.**
September 8	• **Individual Homework (Due at the start of class on 2/10): Read Chapter 2: Industry & Market Dynamics.** • **Class Session Topic: Chapter 2.** • **Individual Homework Assignment #2: Chapter 2: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by September 15.**
September 15	• **Class Session Topic: Chapter 3.** • **Individual Homework Assignment #3: Chapter 3: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by September 15.** • **Individual Homework (Due at the start of class on 2/24): Read Chapter 3: Managing Value.**
September 22	• **Class Session Topic: Chapter 4.** • **Individual Homework (Due at the start of class on 3/3): Read Chapter 4: Performance Drivers and Builders.** • **Individual Homework (Due at the start of class on 3/3): Read Chapter 5: Capability Responses and Organizational Excellence: Introduction.** • **Individual Homework Assignment #4: Chapter 4: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by October 6.** • **Individual Homework: Part I Analysis (Chapters 1-4): Upload to Canvas by: October 13.**
September 29	• **Class Session Topics: Chapters 5 & 6.** • **Individual Homework (Due at the start of class on 3/10): Read Chapter 6: Performance and Positioning.** • **Individual Homework (Due at the start of class on 3/10): Read Chapter 7: Profitability and Productivity.** • **Individual Homework Assignment #5: Chapter 5: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by October 13.** • **Group: Small Group Value Chain Analysis and Improvement Proposal. Due Date: Upload document to Canvas by December 8. A maximum 10-minute group proposal presentation will be on December 8.**
October 6	• **Class Session Topics: Chapters 6 & 7.** • **Individual Homework (Due at the start of class on 3/17): Read Chapter 8: Producibility.** • **Individual Homework (Due at the start of class on 3/17): Read Chapter 9: Collaborative Partnerships and People.**

	• **Individual Homework Assignment #6: Chapter 6: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by October 20.**
October 13	• **Class Session Topics: Chapters 8 & 9.** • **Individual Homework (Due at the start of class on 3/24): Read Chapter 10: Platforms.** • **Individual Homework (Due at the start of class on 3/24): Read Chapter 11: PlanetCare and Sustainability.** • **Individual Homework Assignment #7: Chapter 8: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by September 15.**
October 20	• **Class Session Topics: Chapters 10 & 11.** • **Individual Homework (Due at the start of class on 3/31): Read Chapter 12: Capability Responses and Organizational Excellence.** • **Individual Homework (Due at the start of class on 3/31): Read Chapter 13: The Changing Business Environment: Industrié 4.0 becomes Industry 5.0, Value Chain Management 2.0 becomes Value Chain: Introduction 3.0 and Stakeholder Value Management 1.0 becomes Stakeholder Value Management 2.0.** • **Individual Homework Assignment #8: Chapter 10: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by September 15.**
October 27	• **Class Session Topics: Chapters 12 & 13.** • **Individual Homework (Due at the start of class on 4/7): Read Chapter 14: Network Economics.** • **Individual Homework (Due at the start of class on 4/7): Read Chapter 15: Reimagining "Business" Cycles.** • **Individual Homework Assignment #9: Chapter 12: On Canvas in "Assignments" and uploaded in "Files" section of Canvas. Upload to Canvas by September 15.** • **Individual Homework: Part II Analysis (Chapters 5-12): Upload to Canvas by November 17.**
November 3	• **Class Session Topics: Chapters 14 & 15.** • **Individual Homework (Due at the start of class on 4/14): Read Chapter 16: Digital Business Models Essentials.** • **Individual Homework (Due at the start of class on 4/14): Read Chapter 17: The Developing Value Chain: Introduction.**
November 10	• **Class Session Topics: Chapters 16 & 17.** • **Individual Homework (Due at the start of class on 4/21): Read Chapter 18: Valu Chain Analysis and Mapping.** • **Individual Homework (Due at the start of class on 4/21): Read Chapter 19: Reimagining the Value Chain Network.** • **Individual Homework: Part III Analysis (Chapters 13-16): Upload to Canvas by: December 1.**
November 17	• **Class Session Topic: Chapters 18 and 19.** • **Individual Homework (Due at the start of class on 4/28): Read Chapter 20: Concepts and Cases.** • **Individual Homework: Part IV Analysis (Chapters 17-19): Upload to Canvas by December 8.**
November 24	• **Class Session Topic: Chapters 20-21.**

	• **Individual Homework (Due at the start of class on 5/5): Read Chapter 22: Developing a Competitive Advantage (18 pages).**
December 1	• **Class Session Topic: Chapters 21-22.**
December 8	• **Group: Value Chain Proposal & Presentation**