



Lincoln University

BA 390 II – Business Strategy and Decision Making

COURSE SYLLABUS

Spring 2019

Instructor: Prof. Alex Anokhin, PhD
Lecture Schedule: Thursday, 6:30 pm – 9:15 PM
Credits: 3 units / 45 lecture hours
Level: Mastery 2 (M2)
Office Hours: Thursday, 1:00 PM – 2:00 PM
e-mail: aanokhin@lincolnuca.edu

Textbooks: Exploring Strategy: Text and Cases 11th Edition; Johnson, Whittington, Regnér, Scholes, Angwin; Pearson, 2017. ISBN13: 9781292145129; ISBN10: 1292145129.

Last Revision: January 14, 2019

CATALOG DESCRIPTION

Students are expected to develop a better understanding of business strategy approaches and techniques, and to acquire skills and knowledge relating to the decision-making process. Emphasis is on decision-making while still recognizing the importance of the specialized functions of an organization. Readings and case materials are reinforced with participation through written tests, papers, and oral presentations. This is the MBA program capstone course. (3 units)

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

EDUCATIONAL OBJECTIVES

This course is meant to integrate all previous knowledge gained in the MBA program and provide an opportunity for its practical application. We will attempt to examine business strategies in a complex environment of modern global marketplace, fiercely competitive and constantly evolving. We will develop a framework for strategic decision making, discuss tools and techniques used by successful companies, while acquiring an in-depth understanding of the nature of decision making in the uncertain environment of the modern business world.

Upon completion of the course students will be able to:

- Identify and select possible strategic responses to the changes in business environment
- Understand major competitive business strategies

- Perform internal and external analysis of the organization and identify required modifications to address business problems and opportunities
- Discuss and compare rationales and limitations for various business models, corporate strategies, and stakeholder relationship approaches.

COURSE LEARNING OUTCOMES¹

	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 and sustain competitive advantage	PLO 5	ILO 4b, ILO 5b	Simulation 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

PROCEDURES AND METHODOLOGY

This is a direct classroom instruction course.

Lecture method is combined with in-class discussions, case studies and assignments of various kinds. Participation in in-class activities is an essential part of the course and will be graded.

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

Assignments and projects require students to actively use resources of the 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 [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

CLASS RULES

1. Class attendance is required. Attendance will be taken each class at a time chosen by the instructor.
2. Students are required to arrive to class on time. Showing up late disturbs the natural flow of the lecture and affects everyone's experience.
3. All quizzes, exams, assignments and projects must be completed and handed in on time. Late submissions will result in lower grade (each day of delay costs 5% points). Since all assignments are available on the website and outlined in the present syllabus with due dates clearly visible, the fact that you haven't been in class when the assignment was given cannot be used as an excuse to submit it later.
4. All quizzes, exams, and class assignments cannot be made up.
5. Cheating/plagiarism will result in "F" for the assignment / exam / course.

EXAMS

The exams will consist of case analyses based on lectures, assigned chapters and supplementary reading.

STRATEGIC MANAGEMENT SIMULATION GAME

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 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 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. Teams will be judged on their success or failure relative to competition.

The final team case report requires an oral presentation that will be scheduled during the course.

INDIVIDUAL RESEARCH PROJECT (1 unit)

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations. The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted

PRESENTATION			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive	Student demonstrates knowledge of the topic by responding	Student demonstrates lack of knowledge of the topic by responding

	knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	adequately to questions of the audience.	inaccurately and inappropriately to audience questions.
--	--	--	---

ASSESSMENT CRITERIA

All assignments, quizzes, projects and exams are evaluated using the indicated system:

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	0-59	F
77-79	C+		

TENTATIVE WEIGHTS

Participation (case studies, homework, in-class discussions)	15%
Simulation game	20%
Midterm Exam	15%
Final Exam	25%
Individual Research Project	25%

COURSE SCHEDULE

Date	Topic	Assignment Due
Jan. 17	a) Introduction. What is strategy? b) Strategic Leadership	
Jan. 24	Macro Environmental Analysis	
Jan. 31	Industry and Sector Analysis	Case Study: Global Pharma
Feb. 7	Resources and capabilities	
Feb. 14	Stakeholders and governance.	Case Study: Formula 1
Feb. 21	Midterm Exam	
Feb. 28	Business strategy and models	
Mar. 7	Corporate strategy and diversification	Case Study: Ryanair
Mar. 21	Mergers and Acquisitions, Strategic Alliances	
Mar. 28	Global Strategy	Corporate Strategy Assignment
Apr. 4	Organizational Design	International Strategy Assignment
Apr. 11	Leadership and strategic change	
Apr. 18	Course Project Presentations	
Apr. 25	Course Project Presentations	
May 2	Final Exam	