

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-490A

Course Title: Business Strategy & Decision-Making for International Business

(4 Units)

Course Start Date: June 8, 2020

Course End Date: July 22, 2020

Time: Monday & Wednesday , 1230-1515 hours (12:30 pm to 3:15 pm)

Office Hour: Wednesday, 1130-1230 (11:30 am to 12:30 pm) by arrangement

Virtual Office Time: Thursday, 1130-1200 (11:30 am to 12:00 pm) using instructor's Zoom account

Lincoln University Course Catalog Description:

BA 490A – Business Strategy & Decision-Making for International Business:

Students are expected to develop an in-depth understanding of the concepts and application of the opportunities and risks that confront a company seeking to grow globally. Emphasis is on the practical application of strategic concepts to both corporate and business level operations and managerial decision-making. Readings and case materials are reinforced with participation through written tests, research papers and oral presentations. This is the MS program capstone course for the International Business concentration. A one-unit written research project and its oral presentation are required for the course. (4 units) *This course is to be taken after completion of all required 300-level courses and at least three elective courses. (Course Level: Mastery 2/Research [M2R]).*

Bundled E-Textbook and Business Strategy Simulation Software Requirement (HEOA Compliant):

Glo-bus Business Simulation Value-Pak (E-text and Simulation) Available with Simulation Registration
\$114.00
<https://www.bsg-online.com/ValuePak/>

The course requires that you participate in an online business strategy simulation called: The Business Strategy Game (BSG). You will need access to a computer or tablet. A smartphone can be used, but not recommended.

E-Text:

Thompson, A.

2021 Strategy: Core Concepts & Analytical Approaches, 6th Edition. McGraw-Hill Education.

Instructional Resource for English Writing Improvement (OPTIONAL):

Weiss, E.

2015. The Elements of International English Style. Routledge, NY. ISBN-13: 978-0765615725.

The LU Library collection has this book.

Recommended Supplemental Text Hardcover or Digital:

Clifton, Jim; Harter, Jim

2019 It's the Manager. Gallup Press. ISBN-13: 9781595622242.

LU Course, Program, and Institutional Learning Outcomes:

Lincoln University has established course, program, and institutional learning outcomes for our graduate students and MS program, which are listed and available through the links below. 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. The university has developed the following learning outcomes for this course:

1. Employ analytical techniques and tools to create valid information in support of decision-making.
2. Be able to identify tools and technique needed to obtain competencies, capabilities, and resources required for the implementation of business strategy Evaluate and effectively communicate potential global business opportunities and risks.
3. Formulate and implement strategic responses to change in external and internal environment Manage corporate social responsibilities issues within a context of strategic development.
4. Design data-driven research strategy that allows to achieve corporate development objectives aimed at attaining and sustaining competitive advantage.
5. Evaluate and effectively communicate potential global business opportunities and risks.
6. Be able to lead and to be a productive member of a project team.
7. Manage corporate social responsibilities issues within a context of strategic development.

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.

MS Program Learning Outcomes:

<http://lincolnuca.edu/academics/mslearnoutcome#%2Facademics%2Fmslearnoutcome>

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).

Instructor's Student Learning Goals & Outcomes for this Course:

The course, MS program, and institutional graduate student learning outcomes mentioned above are extremely important for you to achieve because it demonstrates to you, Lincoln, our accreditors, and employers the quality or effectiveness of our educational program. More importantly for you, did we meet your educational expectations, and did you get your money's worth? All of these learning outcomes are valuable to you, and I have also developed a few additional learning goals and outcomes that I am personally committed to have you achieve as a result of this capstone course that is based on my professional work experience. As you can see below, my objectives and outcomes focus more on my perspective as an organizational executive and my desire to have you successfully apply what you learned in a real-work setting.

Instructor's Learning Goals for this Course:

1. You will be able to understand and/or apply practical business strategies, and make effective business-decisions to be a successful member of an organization, or to be a successful owner or partner in a business enterprise.
2. If you present yourself to a manager at an organization, he or she would consider you a well-qualified candidate, and would try to hire you for a position commensurate with your knowledge, skills, ability, and attitude.

Instructor's Course Learning Outcomes:

1. Students will become professionally resilient toward individual and organizational challenges, set-backs, and failures through professional introspection, agility, and reflection. Students learned how to professionally recover and prevail.
2. Students will become professionally competent (knowledge, skills, abilities, attitude [KSAA]) in today's discipline of business strategy, analysis, and management to be recognized as a well-qualified job candidate by an organization's talent managers.
3. Students will become proficient in leading and managing the formulation, implementation, and evaluation of a firm's strategic management efforts.
4. Students will steadily develop his or her self-confidence in their strengths-based leadership ability to assume responsibility, critically research, have a positive attitude toward strategic management concepts, and use this ability to analyze a global business issue, and to present a professional, ethical, and persuasive written and oral report of his or her viewpoint.
5. Students will have the managerial skills to examine and evaluate the need for establishing an agile and transformational business strategy structure, and the managerial skills to develop and implement an operational action plan that effectively and efficiently addresses their identified needs using industry standards.
6. Students will exercise effective ethical leadership in managing diverse globalized work forces within a global business enterprise, and will provide leadership in his or her work with diverse individuals and firms providing complementary or supporting services to organizational stakeholders.

Students will have many opportunities to practice and develop confidence in selecting and using many of the following 21 Corporate and Business Strategy Models they've learned in previous coursework and will be introduced to during this course:

1. Ansoff's Matrix and Product Market Grid
2. BCG Matrix
3. Transient Competitive Advantage
4. Strategic Dialogue
5. Internal/External Factor Matrices
6. BHAG
7. Blue Ocean Strategy
8. Business Model Canvas
9. Abell's Business Scope
10. Competitive Analysis: Porter's 5-Forces (focuses on external)
11. Core Competencies
12. Internationalization Strategy Framework
13. Road Mapping
14. Scenario Planning
15. SWOT/TOWS
16. Value Disciplines
17. The Ambidextrous Organization
18. Core Competence and resource Based View
19. Corporate Social Responsibility: The Triple Bottom Line
20. Game Theory: The prisoner's Dilemma
21. The McKinsey 7S Framework

COVID-19 Mitigation Contingency Plan

Since this summer session course follows the Spring 2020 semester, I would venture that your academic studies along with your life in-general was affected by the restrictions imposed on the populace both in the U.S. and in your home country. As you know, the pandemic is not completely over so we will have to adhere to specific social distancing as required by the Alameda County Health Department and OSHA, which may change during this course.

There is always a chance this course may be required to transition to an online format, which I will make as stress free for you as I can. I have almost 40 years of experience designing and facilitating online and distance learning external to Lincoln so I can guarantee you our time together will not be limited to the solo talking head format. This course already has a built in contingency for online capability. Currently, I will be using Zoom, and require active individual and group interaction. I am letting you know so you understand that you will need to be using a computer, tablet, or smartphone to participate in class. (Zoom works well on all three platforms). Listening to the course while driving a car, or through your ear buds while doing some other activity will not be sufficient to earn the best grade you are capable of.

As mentioned above, the Alameda County Health Department and OSHA currently require everyone to practice social distancing requirements for a classroom-type environment, which include the following draft Lincoln infectious disease prevention requirements:

1. If a face-to-face meeting is unavoidable, minimize the meeting time, choose a large meeting room and sit at least three-feet from each other if possible; avoid person-to-person contact such as shaking hands.
2. Ensure there is at least a three-foot space between students when they are seated in the classroom, and ensure ingress and egress from the classroom is done in way to try and maintain a six-foot social distance.
3. Inform all employees of our respiratory etiquette, including covering coughs and sneezes (not with your hands).
4. Instructors and students in classrooms need to comply with CDC and Alameda Co. Health Department requirements, which may include wearing masks, restricted seating (three-feet between seated students and instructors), and practicing social distancing when entering and leaving the classroom. If there is a health hazard within the classroom, the instructor and students are required to report it to the administration as soon as possible. If the immediate hazard presents an immediate safety and health issue, the classroom needs to be evacuated until the hazard is removed.
5. Employees, students, customers and visitors are prohibited from entering the building without any required PPE as required by order of the health department. The front door (main, library DI Lab buildings) receptionist position is primarily responsible for ensuring compliance.

Smartphone, Tablet, Notebook Computer Technology:

Organizational 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. For most of us, we experience some degree of discomfort not having it with us. 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 Dean of Students 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.

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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 Hours: Room 301, Wednesday 11:30 am to 12:30 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 credibility in the discipline he or she is teaching for students taking a course, which I am trying to accomplish below.

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. Secretary 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, 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 domestic procurement; operations; 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; and both contract and labor union negotiations (as a union negotiator and as a management representative). Additionally; have designed, implemented, and managed marketing, recruitment, and hiring programs for attracting new 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. 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 other universities. 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 South Bay Community College Consortium (SF Bay Area region), and the University of San

Francisco's School (USF) of Management (it has been over 20+ years with USF). As a professional practitioner, have been involved in designing and delivering 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 Applied Anthropology (SfAA), Society for Human Resource Management (SHRM), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Introduction to Course

Welcome to Business Strategy & Decision-Making!

Being a successful member of an organization today, requires that you continually improve your skills, knowledge, and abilities with underlying principles of innovation, tenacity, creativity, and flexibility to start. Organizations are similar animals regardless of being for-profit or non-profit. Organizations like individuals need to be agile or flexible enough to be able to employ strategies to be competitive and successful in their target markets or industries. Successful organizations have sustainable cultures that think strategically, and they are able to anticipate trends, technology, processes, etc. They are able to reconfigure themselves in a very short-time and implement business models to exceed those demands and maintain transient competitive advantage. We will be exploring and studying their methods in this course, and you will have multiple opportunities to practice using some of them within the confines of a short 14 sessions course.

In this syllabus, I will provide an overview of the course and the student expectations for this semester. It is important that you note the schedule of events, and assignments.

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.

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 an MBA graduate. 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.

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. 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.

Class Procedures

Before you arrive for a classroom session, you are responsible for reviewing 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 just as your employer expects you to arrive at work ready to take care of business!

Instructional methodology includes: Face-to-face lectures, class discussions, individual/team presentations, demonstrations, role-playing, 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 readily available in class will enhance your ability to contribute to class exercises and discussions.

Instructional Delivery and Learning Management Systems: As you have discovered in the preceding pages, a significant amount of your individual and group course work involves the BSG online simulation and submitting BSG related assignments, which requires that you register yourselves using the BSG student portal after I provide you with the course information. BSG assignments are submitted through the BSG student portal.

In addition to BSG, you will also need to register for this course in Turnit-In and Canvas, and I will provide you with the registration information at the first class. Why? Canvas will be used as the overall gradebook for this course. You will be able to log into Canvas to see your progress and the grades for assignments that I've graded. **YOU WILL NOT BE SUBMITTING ANY ASSIGNMENTS ON CANVAS**—it is strictly for grades.

You will be submitting a comprehensive journal and those assignments included in your journal three times (J1, J2, J3) during the course using Turnit-In. Turnit-In allows me to provide feedback on the content of your journal and assignments, feedback on your writing mechanics to improve your English writing skills, and it also allows me to check for evidence of plagiarism.

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 study our text and course materials.

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 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-318 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:** 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.

- **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 Assignments:** Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full 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. Once you reach 50% of the total point value for the assignment, you can still earn up to 50% of the point value for turning in any late assignments by the last day of class. For example, if the total points of an assignment were 5 points, you could still earn up to 2.5 points by submitting this late assignment by the last day of class.
- **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.
- **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 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 group 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.

You cannot make-up group assignments or in-class group activities if you are absent regardless of the reason since it is a group grade not an individual grade.

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 15 minutes) using either coursework, textbook checks, or by a student's presence. My current practice is to have an entry ticket where you have the first 15 minutes of the class to answer a question related to the topic of the class session that should take you less than five minutes to complete. **I do not record late students after the first 15 minutes of class**, and you cannot make up the entry ticket after the first 15 minutes.

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

Reflection Journal Definition Link:

https://www.niu.edu/facdev/_pdf/guide/assessment/reflective_journals%20and_learning_logs.pdf

Northern Illinois University (2019).

Description of Assignments:

*****Note: In the Turnit-In system, I have turned on the feature so you can submit multiple versions of your assignment that will replace the previous one you uploaded until the due date. So, you can 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.**

- 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 a number of homework assignments. Some homework assignments will be part of your journal instead of a separate homework assignment. These are the sections of the journal that you must include in your J1, J2, and J3 submissions in order to receive the maximum points/grade for the assignment:
 - a. **HOMEWORK:** Homework assignments that are to be completed in the journal (J1, J2, J3).
 - b. **PERSONAL REFLECTION:** A personal reflection for each class session related to the topic/subject covered in the class that day (J1, J2, J3).
 - c. **PERSONAL ACADEMIC PROGRESS REFLECTION:** A personal academic progress reflection summarizing your progress toward achieving your personal goals for the course and the institutional, program, and course learning outcomes for this course to date (J1, J2, J3).

This journal 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.

Your personal reflection on a class session 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?

Students will submit their journals using Turnit-In three times during the semester for assessment. Journal personal reflection entries (not assignment or academic progress entries) will be assessed on an A-F grade scale using the following percentage values for each class session:

- What? = 50% of the session points for the reflection assignment.
- So What? = 50% + 25% = 75% of the session points for a connection to a lecture or reading.
- Now What? = 75% + 25% = 100% of the session points for a concrete action plan or evidence of action taken.

In addition to the reflection component of the journal, some of the homework assignments 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. For example, for a class on JUNE 10 with a homework assignment, you would have a reflection entry as indicated above and your homework assignment. Each homework assignment in the journal is valued at 2 points and is graded on an A-F grade scale. So, there would be two things for that class session. **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.**

The last entry for your first, second, and third journal submissions (J1, J2, J3) will be your personal reflection summarizing your academic progress to date. You do not need to have an academic progress reflection for each class session. Be careful that you do not confuse this with your personal reflection entry for your class session. They are two different things. This academic progress summary is graded as CR/NC/PC.

An academic progress reflection title, and your reflection on your academic progress in this course is one that is based on your earned points/grades in Turnit-In, the BSG, or any other coursework where you have received feedback from me to date. You should reflect on to what degree are you working to achieve the personal goal(s) you identified in your personal goals statement assignment, and to what degree are you achieving the course's learning outcomes and objectives.

Example of a J1 submission:

- Personal Goals assignment.
- A journal entry for each class session required in J1 that starts with:
 - A title with the date of the class session (labeling by class session without the date will result in a reduction in 0.25 points).
 - Your answers to any homework assignments that were due in the class session. Make sure you use the title for the homework assignment. (not using the title will result in a reduction in 0.25 points per assignment).

- Your personal reflection on the topic/subject directly to the coursework or class discussion of the class session. You must title your entry as a “Personal Reflection.” Not using the correct title will result in a reduction in 0.25 points.
- A personal reflection summarizing your academic progress to date. This needs to include to what degree you are achieving your personal goals for this course, and to what degree are you achieving your institutional, program, and course student learning outcomes.

J1 Point Distribution (Due 6/22):

- Personal Goals Statement Assignment: 1.02 points (CR/NC/PC scale)
- Personal Reflection of class session topic/subject: 4 x 1 = 4 points (A-F scale)
- Personal Reflection of your Academic Progress: 0.50 points (CR/NC/PC scale)
- Total points for J1 = 5.52 points.

J2 Point Distribution (Due 7/8):

- Personal Reflection of class session topic/subject: 5 x 1.28 = 6.4 points (A-F scale)
- Personal Reflection of your Academic Progress: 0.50 points (CR/NC/PC scale)
- Total Points for J2 = 6.9 points (Not including J1 in your submission will result in a 1-point deduction).

J3 Point Distribution (Due 7/22):

- What Have I Learned From This Course Assignment = 1.02 points (CR/NC/PC scale)
- Personal Reflection of class session topic/subject: 4 x 1 = 4 points (A-F scale)
- Personal Reflection of your Academic Progress: 0.50 points (CR/NC/PC scale)
- Total Points for J3 = 5.52 points (Not including J1 and J2 in your submission will result in a 1-point deduction).

- 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 150-200 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 (J1).**

Date Assigned: 6/8 Completion Date: J1 (6/22)

- 3) **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. Entry tickets 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.

Start Date: 6/10 Completion Date: 7/20

BUSINESS CASES

Business cases are graded on an A-F scale.

4) Individual Business Case Analysis: Nok Anulomsombut and the Thai Gaming Challenge

(A): Answer the following questions:

- a. What should I do now?
- b. What should I do when I go back to the office tomorrow?

Answer questions in Journal #1.

Date Assigned: 6/10 Completion Date: J1 (6/22)

5) Individual Business Case Analysis: Nok Anulomsombut and the Thai Gaming Challenge

(B): Answer the following questions:

- a. To what degree were Nok's decisions and the steps she took with her team effective? Why?

Answer questions in Journal #1.

Date Assigned: 6/17 Completion Date: J2 (7/8)

6) Individual Business Case Analysis : Naresh Kumra and the Amazon Debacle (A): Answer the following questions:

- a. From your analysis of CEO Kumra's management of JMATEK, what is happening within the company? Why?

Answer questions in Journal #2.

Date Assigned: 6/22 Completion Date: J2 (7/8)

7) Individual Business Case Analysis : Naresh Kumra and the Amazon Debacle (B): Answer the following questions:

- a. Evaluate CEO Kumar's evaluation of his lessons learned. If you were providing business consulting guidance to Kumar, what would be your top three recommendations you would make to him to improve the company's business model?

Answer questions in Journal #2.

Date Assigned: 6/24 Completion Date: J2 (7/8)

8) Individual Business Case Analysis : Tweets, Retweets, and Entrepreneurship: Answer the following questions:

- a. The company was ready to expand the festival's reach and the positive impact it was having on the community through Twitter. What was the best way to do that?
- b. What would make a tweet go viral?
- c. Was there a better way to craft its tweets? Should it include particular words or topics, or mention particular people?

Answer questions in Journal #2.

Date Assigned: 6/29 Completion Date: J2 (7/8)

9) Individual Business Case Analysis : Chalhoub Group: Transforming the Luxury Retailer: Answer the following question:

- a. Did the Group make the right changes, in the right ways, to build organizational capability to drive breakthrough performance?

Answer questions in Journal #3.

Date Assigned: 7/6

Completion Date: J3 (7/22)

10) Individual Business Case Analysis : Hope for Special Hope Network (SHN) In Zambia (A):

Answer the following questions:

- a. What is SHN's mission?
- b. Is SHN successful and entrepreneurial? How should SHN measure success? What characteristics would indicate that SHN leadership is entrepreneurial?
- c. What are the challenges facing SHN? How has the leadership team at SHN responded?
- d. From Board Plan #1, what is the main challenge facing SHN? How do the challenges facing SHN differ from those faced by a for-profit enterprise?
- e. From Board Plans #2 and #3, what fundraising options have they considered? Should SHN launch the fee-based resource center and record the tally?
- f. Why are so many NGOs faith based, and why are there so many NGOs in the African continent?

Answer questions in Journal #3.

Date Assigned: 7/8

Completion Date: J3 (7/22)

11) Individual Business Case Analysis : Hope for Special Hope In Zambia (B): Answer the following questions:

- a. What options do you think the board and leadership should consider with the goal of achieving financial solvency for SHN?

Answer questions in Journal #3.

Date Assigned: 7/13

Completion Date: J3 (7/22)

12) Individual Business Case Analysis : Hope for Special Hope In Zambia (C): Answer the following questions:

- a. From your analysis of the four measures proposed by management including ideas for increasing FY20 revenue, will these measures reduce the gap between SHN's primary mission and the activities of the for-profit center?
- b. To what degree did the for-profit center overextend the organization?

Answer questions in Journal #3.

Date Assigned: 7/15

Completion Date: J3 (7/22)

13) Individual Business Case Analysis : Apple's Design Guru: Jony Ive: Answer the following questions:

- a. Did Ive's departure represent an inflection point at Apple and the triumph of operations over design?
- b. Was the company undergoing fundamental change?
- c. What would be Apple's strategy going forward?

Answer questions in Journal #3.

Date Assigned: 7/20

Completion Date: J3 (7/22)

Business Simulation Game (BSG)

14) Individual Homework: BSG Quiz #1: This a timed 20-question multiple-choice quiz that is intended to encourage you to read and learn the contents of the Player’s guide. Comprehending the Player’s guide is part of the process of getting you ready to manage your company’s operations and make informed decisions. This is open resource and you sign onto the BSG student portal to take it whenever you want by the completion date. Once you start the quiz, you cannot stop or reset the time. Graded on an A to B- scale; however, the lowest grade you can earn for taking the quiz is 80% or a “B-“.

Date Assigned: 6/8

Completion Date: 6/14 BSG Student Portal

15) Group Homework: BSG 3-Year Strategic Plan Exercise: The company’s management team will need to think about the company’s long-term strategic direction and future performance. The team will need to construct their company’s strategic vision statement, determining performance objectives and targets, the strategy for achieving performance targets, and operating projections by geographic region. This is open resource and you sign onto the BSG student portal to complete the exercise whenever you want by the completion date. Graded on an A-F scale.

Date Assigned: 6/29

Completion Date: 7/8 BSG Student Portal

16) Group Homework/In-Class: BSG Decision-Making Rounds: There are two ungraded company practices rounds (Year 11 and 12), then the simulation will reset to Year 11. After the reset, there are 10 graded decision-making rounds starting with Year 11 again. Students are organized into management teams of 1 to 5 persons and assigned to run a company in head-to-head competition against companies run by other class groups. Companies compete in a global market arena, selling branded and private-label products in four geographic regions — Europe-Africa, North America, Asia-Pacific, and Latin America. Graded on an A to B- scale; however, the lowest grade you can earn if you participate is 80% or a “B-” grade.

Date Assigned: 6/10

Completion Date: 7/15 BSG Student Portal

17) Group Homework: BSG End-of-Chapter Exercises that link text chapters to the simulation (Graded on an A-F scale):

a. **Chapter 1:** Encourages managers to set a coherent direction for their company.

Date Assigned: 6/15

Completion Date: 6/24 BSG Student Portal

b. **Chapter 2:** Encourages the team to set direction, create a mission statement and strategic vision, setting objectives, and overall company strategy.

Date Assigned: 6/15

Completion Date: 6/24 BSG Student Portal

c. **Chapter 5:** Encourages the team to effectively determine the company’s competitive strategy.

Date Assigned: 6/24

Completion Date: 7/8 BSG Student Portal

d. **Chapter 7:** Helps students understand global competition and competing in foreign markets and to apply their understanding to the simulation.

Date Assigned: 7/1

Completion Date: 7/13 BSG Student Portal

e. **Chapter 9:** Encourages students to understand and implement strategy, and to achieve operational excellence.

Date Assigned: 7/8

Completion Date: 7/20 BSG Student Portal

18) Individual Homework: BSG Post-Simulation Assurance of Learning Comprehensive

Exam: This is a timed 40-question open-resource exam that is used for learning assurance for the simulation. Many of the question topics concern the relevance and decision-making value of the industry statistics, the benchmarking data, and the competitive intelligence data (each company's prices, advertising expenditures, footwear quality, and so forth) provided to all company managers after each decision round. Most of the remaining question topics relate to the strategic and operating issues that company managers have to address. The exam is predicated on the expectation that by the end of the simulation exercise, all class members should have a strong grasp of (1) basic strategy concepts and principles, (2) the strategic thinking and analysis that company managers need to do to craft a strategy and make wise, informed decision entries each decision round, and (3) the different strategic actions and initiatives that can be taken to improve one or more aspects of the company's performance and perhaps achieve a competitive advantage over rival companies.

Before taking the test, you should not begin taking the test unless you have (1) a printout of the Industry Report for any year, (2) a printout of the Competitive Intelligence Report for any year, and (3) a calculator (calculations are required for a few questions). Furthermore, you are allowed/encouraged/expected to consult any of the Help Pages for any of the decision screens and reports for assistance in answering any of the questions. To take the exam, you need to sign on to the BSG student portal and complete it before the due date. Once you start the exam, you cannot stop or restart the time.

Graded on an A to B- scale; however, the lowest grade you can earn for taking the exam is 80% or a "B-".

Date Assigned: 7/20

Completion Date: 7/25 BSG Student Portal

19) Group Simulation Presentation at the end of the simulation: The company managers will be making a presentation to the Board of Directors and/or Shareholders, and will have from 5-15 minutes to present depending on class size. The group needs to prepare a PowerPoint presentation that covers (Graded on an A to B- scale; however, the lowest grade you can earn if you participate is 80% or a "B-"):

- a. Company performance for all decision rounds.
- b. Strategic vision for the company.
- c. Performance targets for the next year or two assuming the simulation continued.
- d. Company's present strategy and how it has evolved.
- e. Which companies you consider to be the closest competitors.
- f. The moves you would make over the next several years to win out over your close competitors and improve the company's performance and market standing.
- g. Lessons learned about constructing a winning strategy and about what managers should or should not do for a company to be financially and competitively successful against a rival company head-to-head.

Date Assigned: 6/10

Completion Date: 7/22 (Presentation to class)

20) Individual BSG Peer Evaluation: Group members can see the content of the 12-question peer evaluation using the Assignments menu selection in the Corporate Lobby, but you are not given

access to completing the form until the available date/time. The results of the peer evaluations (which can only be viewed by the instructor) will be taken seriously (CR/NC grade scale).

Date Assigned: 7/20

Completion Date: 7/22 BSG Student Portal

1-Unit Research Project (Completion Date 7/22)

Because this is an additional 1-unit A-F graded assignment, you are allowed to have from 1-3 weeks after the last day of class to submit your type project. You will still need to give a presentation on the last day of class. Please let the instructor know if you need additional time by the last day of class. You will receive an “I” grade for this extension, and the instructor will follow the “I” grade policy in the catalog.

Prepare a research report that analyzes and evaluates your individual/team BSG simulation strategy, decision-making, and performance, Your report needs to cover the following topics in detail:

- 1) A brief review of the financial and strategic performance of your company during the time you and your co-managers have run the company. This review should consist of charts showing the following:
 - a. Trends and analysis of the company’s annual revenues.
 - b. Trends and analysis of the company’s annual earnings per share (EPS).
 - c. Trends and analysis of the company’s annual return on equity investment (ROE).
 - d. Trends and analysis of the company’s annual credit rating.
 - e. Trends and analysis of the company’s year-end stock price.
 - f. Trends and analysis of the company’s annual image rating.
 - g. Trends and analysis of the company’s unit sales (both branded and private-label footwear).
 - h. Trends and analysis of the company’s market shares.
- 2) Tell an adequate story of your company’s historical performance.
- 3) Describe your strategic vision for the company.
- 4) Show what performance targets for EPS, ROE, credit rating, and image rating you and your co-managers would set for each of the next two years (assuming the simulation were to continue).
- 5) Include global market share and/or stock price targets as well.
- 6) Your company’s competitive strategy in branded footwear in some detail and how that strategy has evolved over the years you have managed the company.
- 7) You will need to explain in detail if your company’s strategy in branded footwear varies markedly from geographic region to geographic region or if your strategy for branded sales to retailers differs in important ways from your strategy for Internet sales.
- 8) Your company’s competitive strategy in private-label in some detail and how that strategy has evolved over the years.
- 9) Your company’s strategy in private-label footwear varies markedly from one geographic region to another.
- 10) Your company’s production strategy and work force compensation strategy.
- 11) Describe your company’s finance strategy (as concerns dividends, use of debt versus equity, stock issues/repurchases, actions to achieve/maintain a strong credit rating, etc.) You should clearly describe your company’s dividend policy during the period you have managed the company.

- 12) Show (1) those companies you consider to be your strongest/closest competitors in branded footwear as of the last year or two of the simulation and (2) those companies that are your strongest/closest competitors in the private-label segment of the marketplace.
- 13) Detail the actions you would take to out-compete these close rivals in the next two years (assuming the simulation continues for several more years).
- 14) Lessons Learned about crafting a winning strategy and about what the managers of a company should or should not do for a company to be financially and competitively successful in a head-to-head battle against shrewdly-managed rival companies.

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 raise the issue during our class.

Grading

Turnit-In Grading System: It is important for you to review the comments section for each assignment you submit in Turnit-In. You do this by opening your assignment submission so you can view your work, then “click” the comment tab located to the right of your open document. You will then see my feedback along with your earned points/grade. I have been unable to enter points with decimal points in the point field at the top of the page so I enter the three numbers without the decimal point. For example, 2.45 points becomes 245 in the points for the assignment section—This does not mean you have earned 245 points. You need to view the comments section to see the actual points earned.

VERY IMPORTANT: Be familiar with what is considered a “passing” grade for your MS 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.

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.

**Course Work Institutional (ILO), MBA Program Student Learning Outcomes (PLO),
MBA BA-390 Course (SLO) & Instructor Course Learning Outcomes (CSLO)**

See the below links for additional information on outcomes:

- MBA Program Learning Outcomes: <http://lincolnuca.edu/academics/mbaintro#/academics/mbalearnoutcome>
- 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).

I/G Assignment (I = Ind., G = Group)	Course Grade Weighting	Grading Scale	ILOs	PLOs	Course SLOs	Instructor's Course SLOs
I/Journal (x3 submissions, A-F grade scale, Turnin-In Submissions)	18%	A-F	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
I/Entry Tickets (x12, 0.25 points each) (CR/PC/NC scale)	3%	CR/NC	1, 2, 3, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
I/ Business Case Analysis: Tweets, Retweets, and Entrepreneurship	2%	A-F	1, 2, 3, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
I/ Business Case Analysis: Nok Anulomsombut and the Thai Online Gaming Challenge (Modules A and B)	2%	A-F	1, 2, 3, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
I/ Business Case Analysis: Hope for Special Hope Network? (Modules A, B, C)	2%	A-F	1, 2, 3, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
I/ Business Case Analysis: Naresh Kumra and the Amazon Debacle (Modules A and B)	2%	A-F	1, 2, 3, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
I/ Business Case Analysis: Chalhoub Group	2%	A-F	1, 2, 3, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
I/ Business Case Analysis: Apple's Design Guru: Jony Ive	2%	A-F	1, 2, 3, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
I/ BSG Quiz 1 (Simulation Instructions, Open Resources)	3%	A to B-, min. 80% or "B-"	1, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 4, 5	
I/ BSG Assurance of Learning Comprehensive Exam (40-questions, Open Resources)	7%	A to B-, min. 80% or "B-"	1, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 4, 5	2, 3, 4, 5, 6
I/ BSG Simulation Group Peer Review	2%	CR/NC	4, 5	2, 6, 7	3	1, 4, 5, 6
I/Research Project	25%	A-F	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7
G/ BSG Business Simulation (10x graded rounds)	15%	A to B-, min. 80% or "B-"	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
G/ BSG Strategy Exercise	2%	A-F	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
G/BSG Simulation Group Presentation to Board and/or Shareholders	3%	A to B-, min. 80% or "B-"	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6
G/ End-of-Chapter Exercises that link text chapters to the simulation.	10%	A-F	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6

Course Grade Weighting:

Category	Percent	Point(s)
Individual Journal (1 st submission 5.52 pts., 2 nd submission 6.9 pts., 3 rd submission 5.52 pts.) that includes critical thinking assignments, self-reflections, and selected homework assignments. Points are calculated based on homework assignments, personal reflections, and personal academic progress reflections.	18%	18
Individual: Entry Ticket Exercise (x14, 0.25 points each)	3%	3
Individual Case: Tweets, Retweets, and Entrepreneurship	2%	2
Individual Case: Nok Anulomsombut and the Thai Online Gaming Challenge (Modules A and B)	2%	2
Individual Case: Hope for Special Hope Network? (Modules A, B, C)	2%	2
Individual Case: Naresh Kumra and the Amazon Debacle (Modules A and B)	2%	2
Individual Case: Chalhoub Group	2%	2
Individual Case: Apple's Design Guru: Jony Ive	2%	2
Individual: BSG Quiz 1 (Simulation Instructions)	3%	2
Individual: BSG Assurance of Learning Comprehensive Exam (40-questions)	7%	7
Individual Research Project:	25%	25
Group: BSG Business Simulation (10x graded rounds)	15%	15
Group: BSG Strategy Exercise	2%	2
Group: BSG Simulation Group Presentation to Board and/or Shareholders	3%	3
Group: End-of-Chapter Exercises that link text chapters to the simulation (Chapters 1, 2, 5, 7, and 9)(5 x 2 points per exercise)	10%	10
Individual: BSG Simulation Group Peer Review	2%	2
Total (Individual – 70% Group - 30%)	100%	100

Schedule & Assignments

Session	Course Outline
June 8	<ul style="list-style-type: none"> • Introduction to course and syllabus review. • Review of Institutional, MBA Program & Course Student Learning Outcomes. • Introduction to BSG Simulation & Industry Group Assignment (1-4 other students to form an industry group). • First Assignment: Personal Goals Statement (Include in journal). • Individual Homework (Due at the start of class on 6/10): Read Chapter 1: What Is Strategy and Why Is It Important? • Individual Homework: BSG Q1 Available 6/8 and Completion by 6/14.
June 10	<ul style="list-style-type: none"> • Entry Ticket #1: 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). • Individual Homework (Due at the start of class on 6/15): Read Chapter 2: Charting a Company's Long-Term Direction: Vision, Mission, Objectives, and Strategy. • Class Session Topic: Chapter 1.

	<ul style="list-style-type: none"> • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 11 Completion Due: 6/14. • Individual Business Case Analysis Module “A” Homework: Nok Anulomsombut and the Thai Online Gaming Challenge (A). Answer in Journal #1.
June 15	<ul style="list-style-type: none"> • Entry Ticket #2: 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). • Class Session Topic: Chapter 2. • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 12 Completion Due: 6/16. • Individual Homework (Due at the start of class on 6/17): Read Chapter 3: Evaluating a Company’s External Environment. • Industry Group Homework BSG End-of Chapter 1 Exercise Completion Due Date: 6/24. • Industry Group Homework BSG End-of Chapter 2 Exercise Completion Due Date: 6/24.
June 17	<ul style="list-style-type: none"> • Entry Ticket #3: 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). • Class Session Topic: Chapter 3. • Individual Homework (Due at the start of class on 6/22): Read Chapter 4: Evaluating a Company’s Resources and Ability to Compete Successfully. • Individual Business Case Analysis Module “B” Homework: Nok Anulomsombut and the Thai Online Gaming Challenge (B). Answer in Journal #1. • Group Homework: BSG 3-Year Strategic Plan Exercise Completion Due: 6/30 • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 13 Completion Due: 6/21.
June 22	<ul style="list-style-type: none"> • Entry Ticket #4: 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). • Class Session Topics: Chapters 4. • DUE TODAY: POST YOUR JOURNAL (J-1) ON TURNIT-IN (Covering June 8 to June 17 class sessions). • Individual Business Case Analysis Module “A” Homework: Naresh Kumra and the Amazon Debacle (A). Answer in Journal #2. • Individual Homework (Due at the start of class on 6/24): Read Chapter 5: The 5 Generic Competitive Strategy Options: Which One to Employ.
June 24	<ul style="list-style-type: none"> • Entry Ticket #5: 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

	<p>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"> • Class Session Topics: Chapters 5. • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 14 Completion Due: 6/28. • Individual Homework (Due at the start of class on 6/26): Read Chapter 6: Supplementing the Chosen Competitive Strategy – Other Important Strategy Choices. • Individual Business Case Analysis Module “B” Homework: Naresh Kumra and the Amazon Debacle (B). Answer in Journal #2. • Industry Group Homework BSG End-of Chapter 5 Exercise Completion Due Date: 7/8.
June 29	<ul style="list-style-type: none"> • Entry Ticket #6: 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). • Class Session Topics: Chapters 6. • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 15 Completion Due: 6/30. • Individual Homework (Due at the start of class on 7/1): Read Chapter 7: Strategies for Competing Internationally or Globally. • Individual Business Case Analysis Homework: Tweets, Retweets, and Entrepreneurship. Answer in Journal #2. • Group Homework: BSG 3-Year Strategic Plan Exercise Completion Due: 7/8
July 1	<ul style="list-style-type: none"> • Entry Ticket #7: 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). • Class Session Topics: Chapter 7. • Individual Homework (Due at the start of class on 7/6): Read Chapter 8: Diversification Strategies. • Industry Group Homework BSG End-of Chapter 7 Exercise Completion Due Date: 7/13. • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 16 Completion Due: 7/5.
July 6	<ul style="list-style-type: none"> • Entry Ticket #8: 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). • Class Session Topics: Chapters 8.

	<ul style="list-style-type: none"> • Individual Homework (Due at the start of class on 7/8): Read Chapter 9: Strategy, Ethic, and Social Responsibility. • Individual Business Case Analysis Homework: Chalhoub Group. Answer in Journal #3. • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 17 Completion Due: 7/7.
July 8	<ul style="list-style-type: none"> • Entry Ticket #9: 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). • Class Session Topics: Chapter 9. • Individual Homework (Due at the start of class on 7/13): Read Chapter 10: Building an Organization Capable of Good Strategy Execution. • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 18 Completion Due: 7/13. • DUE TODAY: POST YOUR JOURNAL (J-2) ON TURNIT-IN (Covering June 22 to July 6 class sessions). • Industry Group Homework BSG End-of Chapter 9 Exercise Completion Due Date: 7/20. • Individual Business Case Analysis Module “A” Homework: Hope for Special Hope In Zambia (A)? Answer in Journal #3.
July 13	<ul style="list-style-type: none"> • Entry Ticket #10: 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). • Class Session Topics: Chapter 10. • Individual Homework (Due at the start of class on 7/15): Read Chapter 11: Managing Internal Operations: Actions That Promote Good Strategy Execution. • Individual Homework (Include in J3 Journal): Port Security Measures Assignment. • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 19 Completion Due: 7/14. • Individual Business Case Analysis Module “B” Homework: Hope for Special Hope In Zambia (B)? Answer in Journal #3.
July 15	<ul style="list-style-type: none"> • Entry Ticket #11: 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). • Class Session Topic: Chapter 11. • GRADED GROUP SIMULATION: BSG Industry Group Decision-Making Year 20 Completion Due: 7/19.

	<ul style="list-style-type: none"> • GRADED Comprehensive 40-Question Exam on Industry Group Simulation: Available to complete on 7/15 and Completion date is 7/25. • Individual Homework (Due at the start of class on 7/20): Read Chapter 12: Corporate Culture and Leadership – Keys to Good Strategy Execution. • Individual Business Case Analysis Module “C” Homework: Hope for Special Hope In Zambia (C)? Answer in Journal #3.
July 20	<ul style="list-style-type: none"> • Entry Ticket #12: 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). • Class Session Topic: Chapter 12. • Individual Homework: BSG Simulation Peer Evaluation Completion Due after Decision Year 20 is submitted: 7/22. • Individual Business Case Analysis Homework: Apple’s Design Guru: Jony Ive. Answer in Journal #3. • July 20 session is last entry date for Journal #3. • Individual Homework: BSG Simulation Peer Evaluation Completion Due: 7/22.
July 22	<ul style="list-style-type: none"> • End of Simulation BSG Industry Group Presentations to Board and/or Shareholders. • DUE TODAY: POST YOUR JOURNAL (J-3) ON TURNIT-IN (Covering July 8 to July 20 class sessions). • Late Assignments NOT accepted after July 28, 2020. • Research Project Presentation and typed report due today unless otherwise pre-arranged. • Graded BSG Simulation Exam due by 7/25.