



Lincoln University

– BA 490 A –

Business Strategy and Decision-Making for International Business

COURSE SYLLABUS

Summer, 2021

Professor: Prof. Sergey Aityan, PhD, DSc
Lectures: Tuesday, Thursday, 12:30 PM – 3:15 PM
Credits: 4 units (45 lecture hours + individual research project)
Level: Mastery 2/ Research (M2R)
Office Hours: Tuesday, Thursday, 11:15 AM – 12:15 PM
Students are advised to schedule appointments by signing their names on the appointment list which is located on the information board next to the professor's office that will ensure exact appointment time without waiting.
e-mail: aityan@lincolnuca.edu
☎: (510) 628-8016
Assistant to the Instructor: TBD
Textbook:

1. Course lectures notes:

Sergey Aityan (2021). "Business Strategy and Decision-Making," Lincoln University, <http://elearning.lincolnuca.edu>.

2. Supporting textbook (optional):

Frank T. Rothaermel, "Strategic Management," 3rd Ed., McGraw Hill, 2016,
ISBN: 978-1-259-42047-4

Last Revision: May 31, 2021

CATALOG DESCRIPTION

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 OBJECTIVES

The course objectives are to introduce students to the basic aspects of modern business strategies, the appropriate analysis methodologies, risk assessment, business decisions, business decision-making process, methodologies, and its automation.

PROCEDURES AND METHODOLOGY

Lecture method is used in combination with supervised exercises and business case study. The emphasis will be on learning by doing. Every student must participate in an intensive classroom activity, must complete home tasks and course projects, and take quizzes and exams.

COURSE PROJECT

Every student must complete and submit a business plan as a group project. In addition, every student must complete and submit an individual research project.

REQUIREMENTS

Continuous assessment is emphasized. Written or oral quizzes will be given every week. Reading, writing, home tasks, and “business case study” assignments will be made throughout the course. Students must complete all assignments and take all quizzes, mid-term exam and final exam on the **dates due**. Plagiarism will result in the grade “F” and a report to the administration.

ATTENDANCE

Students are expected to attend each class session. If you cannot attend a class due to a valid reason, please notify the instructor prior to the class.

EXAMS

Both, midterm and final exams are structured as written essay to answer the given questions. Each exam includes six questions. The essay must be written clearly and easy to read, structurally with clear logical presentation of the answers. Graphs, charts, tables, and other supporting illustrations are required if needed. Examples to illustrate the answers are required. Exams will cover all assigned chapters, any additional readings or supplementary materials covered in class. The final exam is comprehensive, i.e. includes the whole course. The exams are neither “open book” nor “open notes.”

GRADING AND SCORING

All activities will be graded according to the points as shown below.

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

In exams, every answer is graded by points from 0 to 100 and the total points for an exam are calculated as the average of the points received for all answers in the exam.

The final grade for the course will be given as the total weighted score for all activities according to the percentage shown in the table below.

Activity	Time	Percent
Quizzes, home tasks, and classroom activities	Every week	15%
Group course project		20%

Individual research project		25%
Mid-term exam	In the middle of the course	20%
Final exam	Last week of the course	20%

If both grades for the midterm and final exams are “F” the term grade for the course is “F” regardless of the grades for the project and classroom activities.

COURSE SCHEDULE

Lectures		Topic	Chapters	
#	Date		Lectures	Textbook
1	15-June	(a) Introduction to the course (b) Economy and Business Strategy	Ch. 1	
2	17-June	(a) Case Studies 1 - The Twenty Most Influential Businessmen of All Times (b) Strategic Planning (c) Review of Course Projects	Ch. 2 Ch. 3	Ch.1, 2
3	22-June	(a) Business Plan (b) Case Studies 2 - What makes good companies and how good companies may get into trouble (c) Review of Course Projects	Ch. 4 Ch. 5	
4	24-June	(a) Competitive Strategy and Models for Industry Analysis (b) Review of Course Projects	Ch. 6	Ch.3
5	29-June	(a) Business-Level Strategies (b) Corporate-Level Strategies (c) Review of Course Projects	Ch. 7 Ch. 8	Ch.4, 5 Ch.6
6	1-July	(a) Vertical and Horizontal Integration (b) Acquisition and Restructuring Strategies (c) Review of Course Projects	Ch. 9 Ch. 10	Ch.7
7	6-July	(a) Business Entities (b) Functional Strategy: Overview (c) Review of Course Projects	Ch. 11 Ch. 12	
8	8-July	Midterm Exam	Ch. 1, 3, 4, 6 - 12 as in lectures	
9	13-July	(a) Functional Strategy: Operational and International Business Modes (b) Case Study 3 – Tesla’s aggressive strategy	Ch. 13 Ch. 14	Ch.8
10	15-July	(a) Cooperative Strategy (b) Corporate Governance, Structure, and Controls (c) Review of Course Projects	Ch. 15 Ch. 16	Ch.9 Ch.10, 11
11	20-July	(a) Strategic Leadership and Entrepreneurship (b) Business Ethics	Ch. 17, 18 Ch. 21	Ch.12, 13
12	22-July	(a) Case Studies 4 – Systemic Approach (b) Strategic Scenarios and Risk	Ch. 19 Ch. 20	
13	27-July	Comprehensive Final Exam	Ch. 1, 3, 4, 6-13, 15-18, 20, 21 as in lectures	
14	31-July	Course Project Presentation and Defense		

OTHER COMMENTS

- Please participate. What you put into the class will determine what you get out of it – and what others get out of it.
- Please come on time. Late arrivals disturb everyone else.
- If you miss a class, you are responsible for getting notes/slide printouts on the material covered from a classmate or the instructor.
- To avoid distracting noise in class, cellular phones must be turned off or the ringing mode silenced.
- Questions and comments during the class are welcome. Do not hesitate to ask questions – do not leave anything unclear for you.

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 1c, ILO 2c	Case study, Classroom exercise
2	Formulate and implement strategic responses to change in external and internal environment	PLO 2	ILO 1c, ILO 2c, ILO 4c	Case study, Classroom exercise
3	Evaluate and effectively communicate potential global business opportunities and risks	PLO 3	ILO 2c, ILO 7c	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 4c, ILO 5c, ILO 6c	Case study, Classroom exercise
5	Define corporate development objectives that allow to achieve and sustain competitive advantage	PLO 5	ILO 4c, ILO 5c	Case study, Classroom exercise
6	Manage corporate social responsibilities issues within a context of strategic development	PLO 6	ILO 3c	Case study, Classroom exercise

MODIFICATION OF THE SYLLABUS

The instructor reserves the right to modify this syllabus at any time during the semester. Announcements of any changes will be made in a classroom.

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).

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 independent 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 on the Individual Research Project 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 knowledge of the topic by providing confident, precise, and appropriate responses to all audience questions.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.	