

BA 590
Strategic Business Concepts and Applications
Summer 2019

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Catalog Course Description

Concepts and business strategies focusing on viewing the organization as an integrated whole. Use of Integrated Management Exercises (IMEs) involving student teams working on a business simulation and cases aimed at challenges and opportunities facing a business.

COURSE OBJECTIVES

The objectives of this course are as follows:

1. To develop thought processes and analytical skills critical to strategic thinking.
2. To build your skills in conducting strategic analysis in a variety of industries and competitive situations and, especially, to provide you with a stronger understanding of the competitive challenges in a global market environment.
3. To integrate concepts and models learned in previous coursework with real world situations, assessing business risk, competitive advantage and strategic options.
4. To help you become much more proficient in using personal computers for business analyses.
5. To gain experience in working effectively in groups by harnessing the diverse skills, abilities, and perspectives of individual group members.
6. To raise your consciousness about the importance of ethical principles, personal and company values, and socially responsible management practices.
7. To view the total enterprise as operating in an increasingly global market environment.

Instruction Materials:

- 1) *Strategy: Core Concepts and Analytical Approaches* Please look to blackboard and your email for textbook purchasing information
- 2) *Ethics {for the real world}: creating a personal code to guide decisions in work and life* by Ronald A. Howard, and Clinton D. Korver 9781422121061
https://www.amazon.com/Ethics-Real-World-Creating-Decisions-ebook/dp/B005D18Y6Q/ref=sr_1_1?ie=UTF8&qid=1527774735&sr=8-1&keywords=ethics+for+the+real+world

Grading Policies Point equivalent (1000 points)

Grading is complicated by the BSG website, which will co-mingle some grades in its reports. I will sort it all out for class grades purposes.

1. Team components **70% (700 points)**

Composed of:

Game performance 50% (500 points)

(End of chapter exercises, 3-year plan, simulation performance, quizzes on the game (2 done individually), and team company presentation)

&

Team cases (2) 20% (200 points)

(this is the written case and class discussion)

2. Individual components

30% (300 points)

Composed of:

Chapter book quizzes (10)	10% (100 points)
&	
Participation	10% (100 points)
Ethical Code	10% (100 points)

Basis for Final Grades

90's = A, 80's = B, 70's = C, 60's = D, below 60 = F
or using point equivalency
> 895 = A, > 795 = B, > 695 = C, > 595 = D, or F

Students are expected to be familiar with the Western Kentucky policy on Academic Honesty. In this class academic dishonesty on an exam or a paper will result in an "F" for the course, and will be reported to the proper officials.

COURSE REQUIREMENTS

Team Activities

A significant portion of this class will require teamwork. Your team will have to work together, utilizing the skills you have developed over the course of your MBA program.

The Business Strategy Game: is an online exercise where class members are divided into teams and assigned the task of running an athletic footwear company in head-to-head competition against companies managed by other class members. Company operations parallel those of actual athletic footwear companies. Just as in the real-world, companies compete in a global market arena, selling branded and private-label athletic footwear in four geographic regions — Europe-Africa, North America, Asia-Pacific, and Latin America.

Company co-managers must make decisions relating to plant operations, distribution and warehouse operations, work force compensation, online sales at the company's web site, sales and marketing, and finance. The challenge is to craft and execute a competitive strategy that results in a respected brand image, keeps your company in contention for global market leadership, and produces good financial performance as measured by earnings per share, return on investment, stock price appreciation, company image and credit rating. This is a competitive simulation. Your team will be graded against other teams in the class. With the simulation are two quizzes, a three-year strategic plan and a presentation on your company.

All aspects of The Business Strategy Game parallel the functioning of the real-world athletic footwear market, thus allowing you and your co-managers to (1) think rationally and logically in deciding what to do and (2) get valuable practice in making a variety of different business decisions under circumstances that mirror real-world competitive conditions.

End of chapter exercises: Your team will need to complete End of Chapter (EOC) exercises for chapters 2, 3, 5, 7 and 9 on the BSG website.

Three year strategic plan: Your team will be asked to submit a three year plan using the BSG game system for your BSG shoe company. Your team score is tied to whether your company meets or beats its stated performance targets for EPS, ROE, credit rating, image rating, and stock price for each of the three

years of the strategic plan. The scoring is based on the principle that a company's strategic plan was "good" if management met or beat the targeted levels of performance and if these targets contained some "stretch."

Team case analysis There will be two Team cases. Written papers, as well as class discussion are expected outcomes of this exercise.

Team presentation on simulation performance On the last day of class each team will give a presentation about their company, outlining successes and failures. More details will be shared in class.

Individual Activities

BSG in game quizzes There are two quizzes about the BSG simulation to assess your understanding. You will access these through the BSG site. These are to be done by each team member, you are scored separately.

End of chapter quizzes (10) Each chapter will have a short quiz covering the material of that chapter, these are not team quizzes. Each may be weighted differently based on the amount of material in that chapter.

Participation: I expect you to be prepared on course material, any cases we discuss, and to participate actively in class.

Ethical Code

This paper is not a research paper. This paper asks you to explore and explain the foundation(s) of your ethical beliefs, and develop your own ethical code of conduct. What are the underpinnings of your decision making when you are faced with an ethical dilemma?

This is YOUR ETHICAL CODE. You should use the book by Howard and Korver as a guide for this paper.

It is not my place to judge what your beliefs are - however- it is my place to judge the rationale for your decision making criteria. I want to know what you stand for/where your line in the sand is/what you will use for making those crucial decisions when you have to make them.

Research shows that many people who make unethical choices do so because they are, quite often, caught up in the moment/circumstances - and that they do not have the time to reflect on what really matters to them. Here is your chance to do this now.

I will be examining your code for thought, completeness, insight, and usefulness. It will aid your grade (and my understanding) to outline/document your development process.

SOME ADDITIONAL NOTES

Case Method: The case method allows you to acquire low-cost experience. It provides the benefit of *applying* concepts and theories--learning by doing—where experimental and risky solutions are encouraged and supported. It also provides you with practice in wrestling with important global management issues. The case method is intended to lead us to the right questions, to build discussion and debate, and to force us to reconcile differences in analysis with those of our peers. In preparing a case, *begin* by reading it through at least two times:

(1) Very briefly to get a “feel” of the situation (e.g., the company, its products and markets, its problems, and the people involved). This will allow you to see what is important in analyzing the case and what is relatively less important.

(2) Carry out your analysis in response to assignment questions (if provided) for the case. Financial analysis and careful attention to the exhibits and tables are necessary for the development of recommendations that are sound. *Document your analysis to help you organize and integrate your thoughts. Be sure to write down supporting arguments for your recommendations and be prepared to provide an alternative argument for any solution.* These case preparation notes will provide you with a valuable aid for your in-class participation, and are to be turned in on the day of discussion.

For more help and insights [turn to this document](#)

Reading Assignments/Schedule

Reading assignments may be given to the class during ANY class period. This means that if you miss a class, it is imperative that you call the instructor or someone from the class and make sure you know the assignments

******Reading and Assignments Schedule:* Will be released as a separate document, and kept on blackboard*****

Determination of Team Grades

Each individual's team grade will be determined through the following process. Each team member will rate the performance of all team members (including themselves) on a scale from 50 to 150, based on work done on the project. When you assign scores the cumulative total for the team must be equal to the number of members in team multiplied by 100.

The percentages assigned to each team member from each team member will be averaged to arrive at an individual's percentage of the team grade. This will be multiplied by the team grade to arrive at the individual's score.

This procedure will be explained in detail at the end of the class. The important consideration at this point is that you realize that your team grade will depend in part on evaluations by the other members of the team. And, you will have an opportunity to evaluate your team members.

Example

Susie-Q's team made a 90 on the team project. Her team members rated her in the following way.

Susie-Q	100	Billy	80	Deloris	65
Quincy	75	Jimmy	80		

Total = 400 Divided by 5 = 80 this is her percentage of the team grade.

So Susie-Q's grade is $80 \times .90 = 72$

Someone who did extra work may end up with an average above 100, for example 110, this would be multiplied in the same way.

$110 \times .9 = 99$

These ratings will be done during the last class, after all presentations are finished. They will be kept confidential.

These ratings are extremely important towards the determination of your final grade.

Course Tentative Schedule

Please look to your blackboard site!!!

