



## Strategic Financial Decision Making

MBA 550 [all sections]

Southwestern College Professional Studies

### COURSE SYLLABUS

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#### I. Course Catalog Description

Learners explore and apply the principles of strategic and financial management. They will create and execute effective financial strategies. Topics include financial risk assessment and management, financial analysis and forecasting, creating, integrating, and executing financial and organizational strategies.

Prerequisites: MBA 512 and MBA 535

#### II. Required and Supplementary Instructional Materials

Bender, Ruth (2014). Corporate financial strategy (4<sup>th</sup> ed.). New York, NY: Routledge.

Bensoussan, Babette E. (2013). Analysis without paralysis: 12 tools to making better strategic decisions (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

#### III. Course Delivery

There are two forms of course delivery Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

#### IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each course and each [undergraduate](#) and [graduate](#) program of study, as well as [institution-wide outcomes](#) related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate’s knowledge and skills.

Upon successfully completing this course, the learner will be able to:

- Evaluate financial risk and risk management methods associated with diverse financial problems.
- Analyze organizational fiscal performance in different local and global markets, considering the influence of financial, strategic, socio-cultural, economic, and corporate and political governance factors.
- Construct models for financial analysis and forecasting for varied financial problems within distinct organizations and market environments.
- Appraise alternative strategies for resolution of an organizational financial problem(s).

- Recommend a strategy for the resolution of a financial problem that aligns with an organization's competitive strategy and strategic objectives.
- Create a plan for the execution, sustainment, and performance assessment of a recommended strategy for resolution for a financial problem within an organization.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

## V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

## VI. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means “you’re fired.”)
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the <a href="#">Grading System</a> section of the appropriate catalog.

## VII. College Policies

Students are expected to read and abide by the college policies as listed in the appropriate catalog:

- [Undergraduate Catalog](#): For learners who do not possess a bachelor’s degree, are pursuing an additional bachelor’s degree or for graduate learners who are enrolled in 100-400 level courses.
- [Graduate Catalog](#): For learners who have earned a bachelor’s degree and are pursuing a master’s degree or graduate level certificate or learners who are enrolled in 500+ level courses.

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

## VIII. Course Policies

Students are expected to read and abide by the course policies found in the instructor-specific syllabus located in the Blackboard course.

## IX. [Technology Requirements](#)

### X. Citation

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

### XI. SafeAssign®

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper citing. Your assignments may be run through this software.

## XII. Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussions (2 per unit)	12	240	24%
Unit 1 Presentation	1	100	10%
Unit 2 Paper	1	100	10%
Unit 3 Group Presentation	1	100	10%
Unit 4 Proposal	1	100	10%
Unit 4 Recommendation	1	60	6%
Unit 6 Final Project (Mastery Assignment)	1	300	30%
<b>Total Points</b>			

### XIII. Course at a Glance:

Unit	Reading & Preparation Activities	Graded Work Due
1	<ul style="list-style-type: none"> <li>• Read Bender, Part 1: Chapters 1 and 4</li> <li>• Read Bensoussan, Chapters 1-2</li> <li>• Read article from Balanced Scorecard Institute (2015), “Balanced Scorecard Basics”</li> <li>• Read article from Simplilearn (2012), “Financial Risks and Its Types”</li> <li>• View video (4:25): “Risk Management Basics: What Exactly Is It?”</li> <li>• Read chapter from Flexstudy.com, “Financial Decision Making and the Techniques Used in Financial Analysis”</li> <li>• Read the article, “What is ERM?”</li> <li>• View video (31:17): “Enterprise Risk Management: Fact, Fiction and Practice”</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 Discussion 1</li> <li>• Unit 1 Discussion 2</li> <li>• Unit 1 Presentation: Financial and Risk Management</li> </ul>
2	<ul style="list-style-type: none"> <li>• Read Bender, Part 1: Chapters 3 and 6</li> <li>• Read Bensoussan, Chapter 8</li> <li>• Read SlideShare, “Types of Financial Analysis”</li> <li>• Read “Improving Organizational Performance and Governance” from COSO (2014)</li> <li>• Read article from Diverseo, “Risk Assessment and Financial Decisions are Affected by Cognitive Biases”</li> <li>• Review the following information as it pertains to the final project in this course: “Major Components of a Strategic Plan”</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 Discussion 1</li> <li>• Unit 2 Discussion 2</li> <li>• Unit 2 Paper: Organizational Fiscal Performance</li> </ul>
3	<ul style="list-style-type: none"> <li>• Read Bender, Part 3: Chapters 11 and 12</li> <li>• Read Bensoussan, Chapter 6</li> <li>• Read article from wiseGEEK, “What Are the Different Types of Financial Analysis Models?”</li> <li>• Read “Modelling Fundamentals” (pages 1-13) from Best Practice Modelling (BPM)</li> <li>• View video (24:12): “Key Financial Metrics and Ratios: ROA, ROE and ROC”</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3 Discussion 1</li> <li>• Unit 3 Discussion 2</li> <li>• Unit 3 Group Presentation: Financial Analysis and Forecasting</li> </ul>

Unit	Reading & Preparation Activities	Graded Work Due
4	<ul style="list-style-type: none"> <li>• Read Bender, Part 2: Chapters 7 and 10</li> <li>• Read Bensoussan, Chapter 14</li> <li>• Read article from Educational Business Article (EBA), "Systematic Problem Solving Strategies: Improving Customer Satisfaction and Efficiency" <a href="http://www.educational-business-articles.com/problem-solving-strategies.html">http://www.educational-business-articles.com/problem-solving-strategies.html</a></li> <li>• Read "Guide to Internal Control Over Financial Reporting" from the Center for Audit Quality (CAQ, 2013)</li> <li>• Read article from Business Improvement Architects (BIA), "What is Risk Management?"</li> <li>• View presentation (14:30) by Ed Vengrouskie, "Values and Ethics in Financial Decision Making"</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4 Discussion 1</li> <li>• Unit 4 Discussion 2</li> <li>• Unit 4 Proposal: Financial Problem-Solving Strategies</li> <li>• Unit 4 Recommendation: Risk Management Methods</li> </ul>
5	<ul style="list-style-type: none"> <li>• Read Bender, Part 4: Chapter 14</li> <li>• Read Bensoussan, Chapters 4, 5 and 7</li> <li>• Read article from XtraPal (2015), "Strategic Themes" <a href="http://xtra.strategypal.com/strategy-pad/sts/strategic-themes-2-2/">http://xtra.strategypal.com/strategy-pad/sts/strategic-themes-2-2/</a></li> <li>• Read article from Boundless.com (2015), "Sustainable Competitive Advantage"</li> <li>• View video (7:59): "Chapter 11 Relationships between Strategy and Structure"</li> <li>• Read article from FirstConcepts.com, "Strategy Follows Structure, Structure Supports Strategy"</li> <li>• Read article from SPCforEXCEL (2015), "Problem Solving Model"</li> <li>• View video (3:38): "How Nonlinear Thinking Facilitates Innovative Problem Solving"</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 Discussion 1</li> <li>• Unit 5 Discussion 2</li> </ul>
6	<ul style="list-style-type: none"> <li>• Review Bender, Chapters 1, 3, 4, 6, 7, 10, 11, 12, and 14</li> <li>• Review Bensoussan, Chapters 1, 2, 4, 5, 6, 7, 8, and 14</li> <li>• Read article from ISSG.net (2013) "The 4 Most Effective Ways Leaders Solve Problems"</li> <li>• Read article from Ehow.com (2015), "Theory of Organizational Performance Management"</li> <li>• Read article from Yourbusiness.azcentral.com, "What Financial Problems Might an Organization Encounter When Implementing a Strategic Plan?"</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6 Discussion 1</li> <li>• Unit 6 Discussion 2</li> <li>• Unit 6 Final Project: Strategic Financial Plan</li> </ul>

**XIV. College Resources**

[Advising](#)

[Self-Service](#)

[Withdraw Form](#)

[Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll in Blackboard

**IT Support:** [Marilyn.clements@sckans.edu](mailto:Marilyn.clements@sckans.edu) or 888-684-5335 x.121

**XV. ADA Compliance Statement**

Students in this course who have a disability preventing them from fully demonstrating their academic abilities should contact Steve Kramer, Disability Services Coordinator. This will begin the disability verification process and allow discussion of accommodations. He can be reached at (620) 229-6307 or (toll free) at 1-800-846-1543, or by email at [steve.kramer@sckans.edu](mailto:steve.kramer@sckans.edu). The web page for Disability Services can be found here: <http://www.sckans.edu/student-services/1st-class/sc-access/>.

**XVI. Senior Capstone and Graduate Projects:**

The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.