



**GEB 6895-521: INTEGRATED BUSINESS APPLICATIONS – 3 Credit Hours**  
**SPRING 2023: SATURDAY, 8:30 AM – 12:30 PM**  
**B206 – SARASOTA CAMPUS**

**PROFESSOR:** Edward R. Balotsky, Ph.D.  
Office Hours: Live Classes Only - Saturday 12:30PM – 2:30PM  
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OTHER TIMES BY APPOINTMENT VIA MS TEAMS OR ZOOM. DO NOT HESITATE TO CONTACT ME IF YOU HAVE A QUESTION OR CONCERN THAT YOU WOULD LIKE TO DISCUSS

### **UNIVERSITY COURSE DESCRIPTION**

This MBA capstone course affords students the opportunity to apply and integrate knowledge, skills, and experience in a semester-long, project-based course in which students create the strategic, marketing, and financial elements of a comprehensive business plan.

### **COURSE OBJECTIVES**

The objectives of Integrated Business Applications (IBA) are to:

- Provide an opportunity for students to integrate and apply knowledge, skills, and experiences in a real-world, problem-solving environment
- Simulate the often difficult strategic and operational choices and trade-offs organizations are required to make as they craft long-term and short-term plans
- Help students gain the skills required to develop a comprehensive business plan
- Enhance students' ability to work effectively in cross-functional teams
- Enhance students' critical thinking, communication, and presentation skills
- Enhance students' appreciation of business analytics

### **STUDENT LEARNING OUTCOMES**

Students who actively participate and complete all requirements for IBA should be able to:

- Develop a comprehensive analysis of the economic, political-legal, technological, socio-cultural, and competitive environments in which organizations operate
- Identify internal competencies and challenges for an organization
- Conduct industry and market intelligence with resources provided at the USF Library
- Perform a sophisticated target market analysis, identify a value proposition, and identify sustainable, differential competitive advantages

- Use appropriate quantitative skills including statistical, financial, and other quantitative tools and techniques to assess critical success factors and forecast performance
- Develop alternative scenarios in ambiguous and uncertain environments
- Recommend action programs and implementation steps designed to successfully market, manage, and finance strategies and tactics
- Forecast cash flows and calculate Net Present Value (NPV) for recommendation that have a financial impact
- Understand and explain the relationship between risk and return
- Work effectively within and understand the team environment of business
- Develop effective written and oral presentations of project results

### **HYBRID BLEND CLASS FORMAT**

This course is a combination of live and online teaching modalities. There are five live, in person, **MANDATORY** class meetings: 1/14, 2/4, 3/4, 4/1, and 4/29. The remaining course work is conducted on-line either through asynchronous exercises or via MS Teams.

### **COURSE MATERIALS**

Textbook: Osterwalder, Alexander and Yves Pigneur (2010), *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Wiley & Sons:  
ISBN 978-0470-87641-1

Extensive materials dealing with a strategic management model will be posted to Canvas.

### **GRADING AND EVALUATION**

<b>Grade Component</b>	<b>Description</b>	<b>Percent of Grade</b>	<b>Due Date</b>
<i>Individual/Group Exercises</i>	Organizational Profile (Group)	5%	Jan 21
	Interview Guide/Questions (Group)	0%	Jan 28
	Financial Audit (Individual)	15%	Feb 18
	SWOT Analysis (Individual)	10%	Mar 4
	Business Model Canvas (Individual)	10%	Mar 25
	Two Peer Evaluations (Individual)	5%	Mid-Term- Feb25 Final- Apr 29
<i>Draft Written Report</i>		0%	Apr 1
<i>Final Written Report (Group)</i>	50 pages document limit	40%	Apr 29
<i>Final Presentation (Group)</i>	30 Minutes	15%	Apr 29
<b>TOTAL</b>		<b>100%</b>	

Grade Percent Range	Final Grade
97-100%	A+
94-96%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
70-76%	C
60-69%	D
Below 60%	F

**PLEASE NOTE:** An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed one semester from the original date grades were due for that course. An "I" grade not cleared within one semester will revert to the grade noted on the contract.

## **COURSE ASSIGNMENTS**

### **Organizational Report**

Working on a real time organization is one of the best ways to understand and appreciate the strategic management function and the integrated business applications experience. In groups, you will thoroughly examine an organization and propose a course(s) of action using the knowledge and skills you have developed through your graduate studies while here at the University of South Florida (and supplemented by your personal work experiences if possible).

Your team will serve in the role of a consulting firm. You will examine and assess an organization, identify critical issues the organization currently faces, and make recommendations for how the organization should address those issues.

The project utilizes two strategic concepts, a strategic management technique, largely developed from the work of Michael Porter and the Boston Consulting Group (BCG), and the Business Model Canvas (BMC) created by Osterwalder and Pigneur. The specifics of the report will be discussed in class, but the expectations involve a written report in the 50 pages range, not counting appendices and a formal bibliography, as well as a 30 minute in-class presentation summarizing your findings. An excellent presentation provides concise, useful information about your analysis and how these findings inform your recommendations. You should present your ideas clearly and provide prescriptive advice and suggestions. You may incorporate multimedia to make your presentation creative and engaging, such as video clips, audio clips, and website demonstrations.

**Grading Format for the Written Report.** The grade is based on four equally key criteria: critical analysis (25%), comprehension (25%), clarity (25%), and professionalism (25%).

**Critical analysis:** Demonstrate thoughtful, sophisticated, and insightful analysis, as opposed to superficial descriptions with no nuance. Develop sound recommendations.

**Comprehension:** Demonstrate comprehension of the core course materials and topics.

**Clarity:** Demonstrate clarity, coherence, and organization of your assertions with specific examples or data supporting your argument.

**Professionalism:** Demonstrate professional business writing skills, including proper grammar, correct spellings, along with appropriate citations in the main text and the reference list. A parsimonious writing style demanded in a business setting is expected.

**Grading Format for the Presentation.** The grading of the presentation will focus on the following criteria: critical analysis (20%), comprehension (20%), organization (20%), communication aids (20%), and stage presence (20%).

**Critical analysis:** Your analysis is clear and concise with major points emphasized and insights provided. The analysis includes clear recommendations and logical conclusions.

**Comprehension:** You display an excellent grasp of the course materials. You demonstrate mastery of contents, applications, and implications. Your discussion is focused and in- depth.

**Organization:** Your presentation is clear, concise, and well-organized. Points are easy to follow, and transitions between sections are smooth and coordinated.

**Communication aids:** Your presentation is easy to interpret, read, and understand. The media used are well-coordinated with content, well-designed, and used effectively.

**Stage presence:** You appear confident and at ease. You use notes (if any) well, have good eye contact with the audience, and display appropriate gestures.

**Group Feedback:** At the mid-point and end of the semester, you will evaluate your team members on their contributions to the project. Your grade will reflect your group's overall evaluation of your work. Each team member is evaluated on the following criteria:

- Timeliness in arriving to meetings and completing assigned work
- Active participation in meetings and group communication
- Quantity of work completed
- Quality of work completed
- Ease to work with (teamwork)

## **USF SYSTEM POLICIES**

Policies and regulations are available at [regulationspolicies.usf.edu](https://regulationspolicies.usf.edu)

### **Academic Integrity**

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is

grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct and the student's options for appeal, are outlined in detail in [USF Regulation 3.027](#). **Plagiarism from external sources, peers' work, and your own previous work is strictly prohibited. If you use ideas from others or yourselves, you must provide appropriate citations. Academic integrity is serious! Please refer to university policies for guidance.**

### **Academic Grievance Procedure**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures or has been applied to the grievant in a manner different from that used for other students.

### **Disability Access**

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the [Student Accessibility Services website](#) for more information.

### **Disruption to Academic Progress**

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process ([USF Regulation 3.025](#)) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

### **Food and Housing Insecurity**

We recognize that students facing financial difficulty in securing a stable place to live and/or in affording needed groceries may be at risk of these issues affecting class performance. Students with these needs are urged to contact Feed-A-Bull ([feedabull@usf.edu](mailto:feedabull@usf.edu) or [their website](#)), or Student Outreach and Support ([socat@usf.edu](mailto:socat@usf.edu) or [their website](#)).

### **Intellectual Freedom and Viewpoint Diversity Act (House Bill 233)**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other

than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](#).

### **Religious Observances**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF Policy 10-045](#)). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive class absences may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the start of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

### **Sexual Misconduct / Sexual Harassment**

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact the [USF Center for Victim Advocacy](#): 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: [usf.edu/title-ix](https://usf.edu/title-ix)

### **Statement of Academic Continuity**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)).

## Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

### WEEKLY COURSE SCHEDULE

(Subject to Change)

DATE	TOPIC	ASSIGNMENTS/DELIVERABLES
January 14*** <b>LIVE SESSION</b>	Course Introduction Deliverables Strategic Management Model Business Model Canvas	Personal Introductions Finalize Groups Company Selection PP Slide Decks 1(a) and 1(b)
January 21	More on Strategic Management Model and Business Model Canvas	<b>Due:</b> Complete Company Selection/Group Profile Organizational Profile <b>Readings:</b> Intro to Business Canvas Model - pp. 14-51
January 28	Stakeholder Value Creation Mission Statement Internal Audit Process Balanced Scorecard	<b>Readings:</b> Design Process for BCM – pp. 244-273 BCM for Strategy – pp. 200-225 <b>Due:</b> Set meeting with USF Research Librarian Set meeting for client interview and Interview guide/questions for client meeting (if applicable) Develop team member responsibilities list showing individual tasks and due dates PP Slide Decks 2(a), 2(b), 2(c), and 2(d)
February 4*** <b>LIVE SESSION</b>	Financial Statement Analysis Financial Ratio Analysis	<b>Due:</b> Your organization's 10K Report Income Statement and Balance Sheet PP Slide Deck 3(a) and Deck 8
February 11	External Audit Process Macro and Industry Environments	PP Slide Decks 4(a) and 4(b)

February 18	Types of strategies	<b>Due:</b> Financial Audit: <b>Each student</b> will develop a spreadsheet containing the income statement, balance sheet, and key financial ratios for your organization over the past five years, highlighting any key changes over that time. PP Slide Decks 5(a) and 5(b)
February 25	Portfolio Analysis	<b>Due:</b> Mid-semester Peer evaluation of group members. PP Slide Deck 6(a)
March 4*** <b>LIVE SESSION</b>	Review of Last three Weeks; Sales Forecasting and Marketing Implications	<b>Due:</b> SWOT Analysis Assignment: <b>Each student submits</b> his/her own brief SWOT assessment (SWOT diagram and two pages explaining the four dimensions)
March 11	Projecting Financial Statements	PP Slide Deck 8 (a)
March 25	Financial Tools for Strategic Decision-Making	<b>Due:</b> Business Model Canvas Assignment: <b>Each student</b> submits his/her own BMC with written analysis of the <b>current situation</b> in your organization (BMC worksheet and three pages explaining the nine elements)
April 1*** <b>LIVE SESSION</b>	Strategic Choice in Select Industries CSR and Ethics	<b>Due:</b> Draft of written report PP Deck 9 and Deck 11
April 8	Organizational Structure	PP Deck 10(a), 10(b), and 10(c)
April 15	Problems and Progress Session	Optional Live Group meetings
April 22	Problems and Progress Session	Optional Live Group meetings
April 29*** <b>LIVE SESSION</b>	Final Presentations	Written projects and Power Point slides 30 minutes final presentations

\*\*\*Indicates mandatory in-class meetings



**GEB 6895\_521**  
**TEAM MEMBER EVALUATION FORM: SPRING 2023**

**Mid-Semester Evaluation:** \_\_\_\_\_ or **Final Evaluation:** \_\_\_\_\_

**Team:** \_\_\_\_\_ **Member:** \_\_\_\_\_

Please evaluate and rate the performance of your team members on the issues below. Use a Likert scale of 0 (worst) to 10 (best). Use only whole numbers and list the LAST names of your team's members. Include yourself. You can send this as an e-mail attachment or give it to me in class.

	1	2	3	4	5
Team Member's NAMES					
Rating Scale 0 = worst to 10 = best					
1. Attendance for team meetings, inside and outside class.					
2. On time for meetings and stayed for the duration.					
3. Prepared for each meeting.					
4. Support of team efforts, i.e. cooperative.					
5. Volunteered to do tasks.					
6. Aware of and met deadlines set by team.					
7. Insight and understanding of team tasks and sharing of knowledge.					
8. Quantity of work and effort.					
9. Quality of work.					
10. Overall contributions and value given to the team and its members.					
<b>INDIVIDUAL TOTALS</b>					
In terms of their total contribution to the group, do you believe this individual has done his/her fair share of work? Circle one	Yes More Less	Yes More Less	Yes More Less	Yes More Less	Yes More Less
Would you voluntarily choose her/him to be on your team again? Circle one	Yes No	Yes No	Yes No	Yes No	Yes No

**Please add any additional comments on the back of this sheet**