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BGEN 499.01: Strategic Management

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University of Montana School of Business
BGEN499 (Section 01) 3 credits: Strategic Management
MW 8:00-9:20am (GBB L13)
Fall 2017 Course Outline

Professor: Sherry Liikala
Office: 351
Phone: 243-6197
email: sherry.liikala@business.umt.edu

Office Hours: Monday, Wednesday 11:00am – 12:20pm

Required Text: Strategic Management: An Integrated Approach, 12th ed
Hill, Schilling, & Jones
The text is available through the bookstore and online.
Online you can purchase a digital copy if you prefer.

Additionally, readings will be assigned from a variety of sources to augment lecture concepts/topics and/or topics not covered from the text.

Power Point slides outlining course lecture topics and all other related course documents will be posted on Moodle.

Pre-requisites: (1) Senior standing (2) COMX 111, ECNS 202, BGEN 220 with grades C or better and (3) completed upper business core

Course Overview, Objectives & Learning Outcomes:

This course will teach you the process of strategic management in both theory and industry practice. Concepts from the text and other course material will be augmented with information from and about real-world businesses and business situations.

- ❖ To understand what strategic management is why it is important and how it is used
- ❖ To understand the process of strategic development and the stages and inputs into the strategic management process
- ❖ To understand and identify the business model and the various factors that influence the model that in turn influence managers' strategic choices
- ❖ To be able to recognize successful organizations according to competitive advantage
- ❖ Learn how to identify strategic issues individually and in a team environment, present thoughtful oral and well-written analyses

This is the capstone course. It serves to bring together ideas and skills from across the functional areas into a coherent whole. Even though you may be concentrating in one area of business, students will be required to recall and apply specific areas of cross-functional knowledge which applies in any business, big, small and even entrepreneurial. This class integrates the core curriculum with the overriding teaching objective is to sharpen a student's ability to **think** strategically and critically.

The objectives of this course include:

1. Apply and integrate knowledge acquired during your career as a student to real business problems, involving analysis, solution development, and implementation.
2. Sharpen communication skills, verbal, written and presentation.
3. Engage in strategic thinking. Understand how to identify, compare and contrast among strategic initiatives
4. Assess a company within an industry to determine its competitiveness
5. Recognize the how different activities of the value chain and business areas interact and influence each other from a strategic perspective.
6. Evaluate a business using specific analytical techniques and frameworks
7. Develop basic power skills such as leadership, problem solving, decision making, and thinking strategically.
8. Improve skills in achieving group effectiveness, which will include effective and productive conflict management.
9. Fulfill UM's Upper-Division Writing Requirement in the Major.

The learning outcomes of this course include:

1. Students will integrate knowledge across the disciplines: management, marketing, management information systems, accounting and finance.
2. Students will show competence in information technology and digital literacy; they can find, evaluate, analyze, and synthesize information effectively from diverse sources.
3. Students will research, develop, evaluate and deliver a strategic overview for a business.
4. Students will identify and assign the roles of leadership and teamwork, apply teamwork skills to solve problems, and assess how personal attributes influence the success and failure of an endeavor.
5. Students have written and oral communication skills as expected of business professionals, including conventions of citation, documentation and formal presentation, adopting the proper voice, and considering multiple perspectives.

Teaching Philosophy:

It is my responsibility to teach; preparing you for your career; whatever it may be. I take my responsibility very seriously as do I take each student seriously. My approach to teaching is based on observation – that is, I share knowledge with you drawing on my experience in the field consistent with the academic principles of the subject being taught. The intent of my teaching style is simple: provide and encourage an environment and atmosphere that inspires learning. The upshot to you of my teaching style is this - if you are not in class, you cannot learn. Keep in mind, I will always show up prepared to teach, but students will have to require themselves to learn.

Class Conduct:

The classroom is a place for learning the material being taught. Anyone whose behavior distracts me from teaching or students from learning will be asked to leave. This class is designed to be interactive such that we can learn from each other. As such, I require students to attend class sessions prepared to listen, contribute and ask questions. This is particularly important since I write my own exams and derive test questions from material presented in class lectures, text reading material, videos, case discussion questions, and classroom discussions. So, if you are not in class you have no context within which to apply the material missed. I will encourage student participation continuously simply by asking thoughtful questions in a manner that students can relate to. I urge students to participate and no

worry about being right or wrong – I endeavor to reward the courage it takes to participate, not punish. It is critical that to prepare for the “sink or swim” world of business that each student learns how to speak up and share thoughts, opinions and/or ideas. The classroom is a perfect place to develop a comfort level without being judged.

Please make sure your cell phones are turned off or are in the silent mode. Computers may be used during class **only for the purpose of note taking** – if I see or am informed of anyone using their device for any other purpose that student will lose the ability to utilize their device for the remainder of the semester. **MIND YOUR DRISHTI!**

University and School of Business Codes of Conduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” All students need to be familiar with the Student Conduct Code. It is the student’s responsibility to be familiar the Student Conduct Code at http://www.umt.edu/vpsa/policies/student_conduct.php

The School of Business Student and Faculty Professional Code of Conduct can be found at: <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>

Vision & Mission Statements and Learning Goals

Vision:

Learn, Apply, Thrive - Prepare for Life.

Mission:

The University of Montana’s School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment. We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

Students with Learning Disabilities:

DSS Students with disabilities, that are registered with DSS, may request reasonable modifications by contacting me within the first two weeks of class. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you through DSS to provide an appropriate accommodation. For more information, please consult <http://www.umt.edu/disability>.

Major Field Test:

The Major Field Test is a nationally normed exam. This exam is hard and you have been preparing for it throughout your college career. Our students have done very well on this exam in the past. Students scoring in the 90th percentile and above will be honored with special cords for graduation and will have their names posted on the monitors on the first floor of the Gallagher Building.

Here are some of the details related to the Major Field Test:

- Students **must pass** the Major Field Test assessment to receive their grade for the class.
- Dates for the exam are:
 - Thursday, October 12 from 3:30-6:00pm
 - Friday, October 13 from 2:30-5:00pm
- Each time slot for the exam will be 2 ½ hours. Students must sign-up for their preferred time slot via the Moodle site titled Major field Test Registration – Fall 2017. Once a time slot is full you will not be able to register for that date/time. The exam is administered in GBB L26.
- The results of the MFT will be posted on Moodle about two weeks after the exam as pass or not pass.
- Each student must attend and complete the Major Field Test. If you have an emergency, you must inform Kendall Kihn Kendall.Hull@mso.umt.edu and Associate Dean Dr. Klaus Uhlenbruck via email (klaus.uhlenbruck@mso.umt.edu) prior to the assessment date.
- You **CANNOT** use calculators, laptops, phones, or any electronic devices when you take the Major Field Test. You will be given one page of scratch paper to use for hand calculations. You must leave all cell phones, calculators, and smart watches in your backpack that will be kept in the front of the room.
- You should plan arrive 10 minutes early to get settled with the lab computer and start the “on-boarding” activities which can take up to 20 minutes. You are allotted 60 minutes for each of the two sections of the exam. Students can move to the second section as soon as the first is finished and are free to leave when the second section is completed.
- DSS students: reasonable accommodations for the Major Field Test can be made by first contacting Kendall Kihn Kendall.Hull@mso.umt.edu

Career Development Senior Questionnaire

The School of Business Career Development Office conducts a short questionnaire of graduating seniors each semester. The questions are focused on post-graduation plans (e.g., employment, time off, travel, service, graduate school, etc.) The purpose of the questionnaire is to develop an awareness of what our students do upon completion of their undergraduate education. The questionnaire will be made available on Moodle and must be completed by **Friday, December 8, 2017**. While participating in this exercise is not required, per se, in an effort to promote participation I will make completing the questionnaire worth 5% of your grade. Students will either receive a “zero” or 100% for completing the

questionnaire. If you have specific questions about this exercise, please direct them to Kathleen Tarkalson, Director of the Student Success Center: GBB L35E, 243-6771, or email Kathleen.tarkalson@mso.umt.edu

Communications:

There are several ways a student may communicate with me; email is not always the best or preferred way – it should only be used in instances where you want to inform as opposed to ask for special consideration or manage conflict. When using email, **Students need to use their designated university email address**. When possible, I prefer and ask that students visit with me in person if communication is required. Under NO circumstance is it acceptable to call me “at home”, please only call my office number. I ask this of students not to be difficult, but instead as a way to get students to exercise discipline, develop and nurture people skills and to avoid misunderstanding, miscommunication and passive aggressive behavior in general.

Reading Assignments:

Reading assignments will cover concepts introduced in lecture and will come from required text as well as from a variety of other academic and industry sources (e.g., BusinessWeek, Fortune, Time, etc.) In most cases, my practice is to begin lecturing on a specific topic/concept and then, when appropriate, assign readings. This should allow students to better apply and retain the information that is read. I highly recommend students take notes from the reading, inserting information into the associated lecture notes on the topic. Trying to understand, learn and retain information from reading by relying on osmosis is not an effective strategy.

Once I assign reading, I will inform the class the day/date by which I expect the reading to be completed, which will be the class day I will entertain questions from the reading. Please note that for 400-level classes, I will not invite students to ask questions from reading, rather at the beginning of the class students will be required to initiate Q&A with me. I will not address questions on assigned material past the date it is to be completed by and I will only allow questions to be posed during class time to allow other students not only hear the questions, but my responses to the questions. This way everyone has access to the same information.

Running Written Homework Assignment – Capstone Integration and Writing Proficiency

As the Capstone and Advanced College Writing class for all School of Business students, each student is expected to demonstrate integration of material from the entirety of his or her matriculation. Integration will be demonstrated with a running analysis of an assigned company with associated readings and research of your own.

Writing proficiency is demonstrated by you and assessed by me with this individual written analysis. Students will have a total of three submissions in the running analysis in order to improve over the course. The first submission is worth 5%, the second worth 19% and the third worth 15% - this rewards improvement in a meaningful way that is reflected in your grade. The requirements and rubric for grading each section of the analysis will be provided separately and will be made available via Moodle. The due dates for each segment of the analysis are indicated at the end of the syllabus under “class schedule”. Each portion of the running analysis will be submitted in hard copy at the beginning of class on the day it is due. Please note: This running analysis must be prepared and written individually (graphics will be required). Assessing each student’s writing ability is a major component of this course and your academic program as a whole. Students will not pass this class unless effective, appropriate business written communication skill is demonstrated. Do not underestimate this requirement – writing is a process, which means it takes time to allow the iterative process that quality written work requires.

Students may choose to collaborate on the content, to ensure accuracy and completeness, but the writing must be your own original work.

Assignments are due no later than the beginning of class on the day the assignment is due. Late assignments will not be accepted. Student will receive a “zero” for that assignment and will not be granted an opportunity to make up for the lost points. Students who miss class on a day that an assignment is due may email their assignment to me, in PDF form, as long as I receive the assignment by the time the class you are registered in starts (8:00am or 3:30pm) on the due date. Just to be clear....8:01am is late.

Exams:

There will be two exams held during the course of the semester covering the material covered, including lectures, readings and assignments. Each exam is worth 20% of your total grade. The exams will be a combination of T/F, multiple choice, fill-in-the-blank, short answer as well as relevant financial calculations. Typically, I will concentrate on particular concepts, terms, theories, etc. and will ask several types of questions on the same concept to ensure that students have a comprehensive understanding of the material. The second exam will only cover the material covered after the first exam; meaning it is not cumulative. The dates for the exams are indicated on the class schedule indicated at the end of the syllabus.

I do not allow students to take exams at any time other than the time indicated on the schedule, unless the student is involved in an official University activity on that day. The student must provide to me, in advance and in writing, confirmation of the student’s involvement, the specific activity and the dates of the activities from the coach/coordinator. The dates for the exams are indicated on the schedule provided. Please plan your other activities accordingly.

If any student is caught cheating, I will confiscate the student’s exam and that student will receive a “zero” for that exam and I will make a record of the incident by emailing the Department Chair, Dr. Klaus Uhlenbruck and will copy the student in question. No notes, books, headphones, ear buds, phones or other devices will be allowed. I will inform students if calculators are required.

Team Project – Strategic Overview

There is one team project due towards the end of the semester, worth 25% of your total grade. An overall grade will be assigned to the team based on the quality of the work. I will determine the teams, consisting of about 3-4 students and will assign the companies. After the first few weeks of class, I will spend an entire class day going over the team project and its requirements. Teams and companies are non-negotiable.

I will assign a publicly traded company to each team. The teams will first conduct research on the sector, industry and strategic groups the company is in, then conduct research on the company to analyze the company relative to the competition and identify the business model and specific strategies the company is using in order to achieve a competitive advantage.

I will not referee or resolve team conflicts so each group is responsible to manage all aspects of the project. Using a 360 evaluation form, each team member will evaluate their own performance on the project as well as the performance of the team members. This means that one team member will not automatically receive the same grade for the project as another team member. A team member may be fired from the team for poor or non-performance, in which case the student would receive a “zero” on the team project.

Attendance:

Attendance is such a critical to any student performing “well” in any of my classes. I expect students to show up, even if it is late. Students will need to take copious amounts of notes as I do not rely on PowerPoint to teach. There is also an amount of material that is not represented in the text that I will either provide lecture material on and/or assign other readings. Therefore the only way to ensure each student has complete information it to come to class. If a student is going to miss any class, regardless of the reason, I urge the student to send me an email so that I don’t expect you in class and then do not see you. Not showing up to class has two negative implications: 1) it threatens a student’s ability to perform well, and 2) it negatively reflects on you with me.

It is each student’s responsibility to make arrangements to get the notes and any other information from missed classes from another classmate. Do not ask me what you missed or for my notes.

Grading and Scale:

Individual Running Assignment (3):	30% (5%, 10%, 15% respectively)
Exams (2):	40% (20% each)
Team Project (1):	25% (85% weighted on the content of the presentation and 15% will be based upon the quality of the individual’s presentation)
Senior Questionnaire (1):	5%

Grading scale:	93-100 = A
	90-92 = A-
	87-89 = B+
	83-86 = B
	80-82 = B-
	77-79 = C+
	73-76 = C
	70-72 = C-
	60-69 = D
	59 and below = F

Each student will receive the grade they earn. Students are responsible to keep track of their own grade. Grades for each component as well as a running total of the student’s cumulative grade can be viewed via Moodle. Please bear in mind that I will not, under ANY circumstances, provide individual students the opportunity to earn extra credit or “second chances” as a means by which to offset poor performance on the required graded elements. I may have optional extra credit questions on exams that any/all students may earn, but **individual students will not be offered opportunities to compensate for poor performance at any point, including after final grades are submitted.**

Fall 2017 Class Calendar:

Monday, September 4:	No class (Labor Day)
Wednesday, September 20:	Team Project Day
Monday, October 2:	Homework Assignment #1
Monday, October 25:	Exam 1
Monday, November 6:	Homework Assignment #2
Wednesday, November 22:	No class (Thanksgiving Break)
Wed., Nov. 29, Mon, Dec. 4, Wed., Dec. 6:	Team Project Presentations
Friday, December 8:	Last Day to complete Senior Questionnaire
Monday, December 11:	Homework Assignment #3 (Last day of class)
Thursday, December 14 (8:00-10:00am)	Exam 2 (non- cumulative)