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BGEN 499.50: Strategic Management

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BGEN 499: Strategic Management

Autumn 2017: section 50

Three credits (3 cr.), Traditional Grading option only

Course Pre-requisites: Senior standing. Pre-req: COMX 111, ECNS 202, BGEN 220 with grades C or better and completed upper Business core

Instructor Contact Information

Instructor: Dr. Suzanne Tilleman – GBB 326
Office Hours: 10:00 AM - 12:00 PM on Thursdays (except Sept 21)
and by appointment, willing to email, phone, or video conference

Telephone: (406) 243-2915

Email: suzanne.tilleman@umontana.edu

Class Web Page: [UMOnline](http://umonline.umt.edu) (Moodle; <http://umonline.umt.edu>)

School of Business Administration Mission Statement and Assurance of Learning

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.

Course Objectives:

This course is the capstone course on the topic business strategy, which is concerned with answering the question: **"Why are some organizations more successful than others?"** With that in mind, we first analyze the external environment and the firm's unique features, then consider measurement tools, and finally investigate interrelationships between firms within industries. The culmination of the course is a comprehensive, well-reasoned strategic recommendation for a business.

As the capstone course, we bring together ideas and skills from a variety of functional areas (such as accounting, management information systems, finance, marketing, and management) into a coherent whole. Even though you may be concentrating in one area of business, you are likely to either need to use all areas of knowledge in any small business or entrepreneurial organization or you will move into positions with increasing management responsibility as your career progresses. Although we are integrating core curriculum, the overriding teaching objective is to sharpen your ability to **think** strategically and critically.

By the end of this course, you will be able to:

Objectives of the Course:

1. Apply and integrate knowledge acquired during your career as a student to real business problems, involving analysis, solution development, and implementation.
2. Sharpen your communication skills.
3. Engage in strategic thinking. Understand how to compare and choose among strategic alternatives
4. Assess an industry to determine its attractiveness
5. Recognize the interaction between different business areas, e.g. innovation/R&D, production/operations, financing, accounting, management, and marketing.
6. Evaluate a business using specific analytical techniques and frameworks
7. Develop basic managerial skills such as leadership, decision making, and prioritizing.
8. Improve skills in achieving group effectiveness.
9. Fulfill UM's Upper-Division Writing Requirement in the Major.
10. Fulfill passing the Major Field Test.

Learning Outcomes:

1. Students can integrate knowledge in management, marketing, management information systems, accounting and finance.
2. Students show competence in information technology and digital literacy; they can find, evaluate, analyze, and synthesize information effectively from diverse sources.
3. Students can develop, evaluate and deliver a strategic plan for a business.
4. Students can identify the roles of leadership and teamwork, apply teamwork skills to solve business problems, and assess how personal attributes influence the success and failure of a venture.
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.

Course Format and Expectations:

1. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/vpesa/Dean%20of%20Students/default.php), Section V.A. (<http://www.umt.edu/vpesa/Dean%20of%20Students/default.php>)

2. Students are expected to be proficient in all business disciplines based on previous coursework. If you feel weak in any specific area, you should allocate extra time to develop that knowledge. Your instructor can provide you with references, if needed. This course does not re-teach prior content. You are responsible for previous core curriculum as well as expected to seek out new information and concepts to aid in your analyses.
3. Students are expected to abide by the [SoBA Code of Professional Conduct](http://www.business.umt.edu/ethics/professional-conduct-code.php). (<http://www.business.umt.edu/ethics/professional-conduct-code.php>)
4. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact [Disability Services](http://www.umt.edu/dss/) (<http://www.umt.edu/dss/>) in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. Please contact me within the first couple of weeks to arrange for accommodations.
5. According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their umontana or umconnect emails. Email from non-UM accounts will likely be flagged as spam and deleted without further response.
6. Missed or late work will not be accepted. I may accept late work for documented reasons of illness, injury, family emergency, or participation in a University sponsored activity. (For example, field trips, ASUM service, music or drama performances, and intercollegiate athletics.) I will accept late work for documented absences for military service and mandatory public service.
7. Students who registered for the course but do not communicate or participate in the online platform for the first week may be required by the instructor to drop the course. This rule allows for early identification of class vacancies to permit other students to add classes. Students not allowed to remain must complete a drop form or drop the course through [CyberBear](#) to avoid receiving a failing grade. Students who know they will be absent should contact the instructor in advance.

Class Materials:

- Required: [Mastering Strategy: Workshops for Business Success](#). Braun, M.R. & Latham, S.F. The text is available through the bookstore and online. Online you can [purchase a digital copy](#) if you prefer (https://www.amazon.com/Mastering-Strategy-Workshops-Business-Success-ebook/dp/B00KSKUA2U/ref=mt_kindle?_encoding=UTF8&me). A copy of the textbook is on reserve in the Mansfield Library.
- Required: [Harvard Cases](#) - Students purchase the five cases from Harvard Business Publishing (<http://cb.hbsp.harvard.edu/cbmp/access/67430660>). The link will take you to my electronic course pack for the cases used specifically in this course. The total cost should be \$21.25
- Required and Optional: [Moodle](#) – Additional resources are posted on our MoodleRooms site. Typically, they are PDF files.
- Optional: [Wall Street Journal](#) – Subscription is encouraged, at the reduced student rate the cost should be \$15. Digital only options are available now at the <http://r.wsj.net/j6GZ2>

Grading / Requirements

A	92.0% and above	B-	80.0% to 81.9%	D+	67.0% to 69.9%
A-	90.0% to 91.9%	C+	77.0% to 79.9%	D	60.0% to 66.9%
B+	87.0% to 89.9%	C	72.0% to 76.9%	F	Below 60%
B	82.0% to 86.9%	C-	70.0% to 71.9%		

Assignments, Evaluation, and Grading:

Sixty-six percent of your grade individually determined (participation, career development, exams, and cases) with the remaining determined by group performance (presentations). Assignment of letter grades follows the University of Montana scales. The breakdown of the evaluation is as follows:

<u>Requirement</u>	<u>Weight</u>	<u>Learning Outcome Addressed</u>
Major Field Test	Must pass to receive a grade	1
Participation & Discussion	10%	1, 2, 3, 4, 5
Surveys	2%	5
Case Analyses & Project Feedback	35%	1, 2, 3, 5
Midterm Application	10%	1, 5
Final Application	10%	1, 5
Pre presentation outlines	3%	
External Analysis	5%	1, 2, 3, 4, 5
Internal Analysis	5%	1, 2, 3, 4, 5
Strategic Recommendation	20%	1, 2, 3, 4, 5

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 the details related to the Major Field Test:

- Students **must pass** the Major Field Test assessment to receive a grade in the class.
- The pass or fail to pass results of the MFT will either be emailed to you or posted on Moodle about two weeks after the exam.
- Each student must attend the Major Field Test or make arrangements for remote proctoring. Students must pay the additional fee for remote proctoring themselves. If you have an emergency, you must let the Kendall Kihn (Kendall.Hull@mso.umt.edu) and Associate Dean Klaus Uhlenbruck (Klaus.Uhlenbruck@umontana.edu) know via email 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.
- Please try to come 10 minutes early to get a 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.

- Reasonable accommodations for the Major Field Test can be made by contacting the professor and Kendall Kihn (Kendall.Hull@mso.umt.edu or 243-4891).
- Each time slot for the exam will 2 ½ hours. Student must sign-up for their preferred time slot or indicate intention to take in online via Moodle. The exam location and testing sessions Thursday, October 12 from 3:30-6:00 PM in GBB 123 and Friday, October 13 from 2:30-5:00 PM in L26. If you sign up for the remote testing option, you must complete the test by October 14th.

Participation

Communication skills are imperative to success in the business world. Your learning is improved through application exercises and peer evaluation. Your contributions should be thoughtful and inclusive of the frameworks and themes we have covered. As the course progresses, I expect your presentations to reflect the various articles, case studies, frameworks and previous course content.

Survey Assignments

Taking a [pre/post survey on-line](https://umt.co1.qualtrics.com/SE/?SID=SV_7NYzLdXOOm8Gm9) (https://umt.co1.qualtrics.com/SE/?SID=SV_7NYzLdXOOm8Gm9) in the first week of class and again in the last week of class. I will not know your responses, just whether you take if both pre and post and the timing of when you take it.

Please take the Career Services Survey at the end of the semester. It is located in Moodle.

Case Analysis Assignments – Capstone Integration and Writing Proficiency

As the Capstone and Advanced College Writing class for all School of Business Administration students, each student is expected to demonstrated integration of material from the entirety of his or her matriculation. Integration is demonstrated with case analyses, peer feedback, and the strategic plan. Your writing, whether it is peer feedback or a case analysis must be your original work. You may not copy or buy your case analysis from others.

Writing proficiency is demonstrated through individual written case analyses in addition to the team writing for the strategic plan. Students will have multiple submissions in the genre of case analysis in order to improve over the course. The rubrics for grading cases are posted in Moodle. The due dates for the case analyses and Strategic Plan deliverables are included on the syllabus schedule. Case analyses are submitted on Moodle. Case analyses must be done individually. You will not pass this class unless you demonstrate effective written communication.

Feedback Assignments – Writing Proficiency

The Strategic Plan project will benefit from many different eyes and perspectives as it is developed. Therefore, at the External and Internal Analyses, you will be asked to review the work of another group, providing feedback and comments. Your written feedback should be designed to help the group move their project forward, should be constructively critical if you see things that need to be changed, and helpful overall. You will submit your feedback as a discussion under where the team you are assigned to review has posted their annotated slide decks.

Applications

There are two short current topic application quizzes. They are due on October 23 and December 11 by **11 PM** (Mountain Time Zone). The quizzes are made available three days before they are due. The quizzes are short answer format asking students to interpret information and apply frameworks learned in class. The quizzes must be completed **individually**. They are open resource with a one hour time limit. It must be your own individual work. Once you open the quiz you may not close it or restart the quiz. University and college guidelines governing all forms of academic dishonesty will be strictly enforced. An "incomplete" grade or extra credit assignments will not be given as a remedy for a poor or failing grade.

Presentations

Teams present thrice, the first and second presentations provide an opportunity for the students to focus on the situation and receive feedback without a predetermined strategy. The first and second presentations are each worth 5%. See schedule for due date. Post outline slide deck in the Discussion area for that presentation.

The third presentation will very quickly discuss the situation, but will mainly focus on the strategy and implementation for the recommendation. See the Strategic Plan handout for more details on this group project. The third presentation is worth 20% of the total grade.. This grade is adjusted based on feedback from peers on the team. Recorded audio and slides for the presentations must be posted in addition to the annotated slide decks.

In order to manage project deliverables as a team I require you to submit an outline of each presentation with the individuals responsible for each piece of content identified one week prior to the due date of the entire presentation. Please indicate to me if teammates are not contributing. Each outline is worth 1% of an individual's grade. Post outline slide deck in the Discussion area for that presentation.

Strategic Plan

The centerpiece of the course is a comprehensive, well-reasoned strategic plan **for an existing publicly traded business**. You will learn that successful businesses are determined by the nature of the industry in which the business competes, its position within the industry, its interactions with rivals, and the way it is organized and managed. See the Strategic Plan document in Moodle for more details on this group project.

Peer Assessed Participation

Individually, team members are required to evaluate each other on group participation. Each student will have 100 points to distribute among the members of their group including themselves, based on how they felt the other members of the group participated in the group process. The results of this evaluation is used to adjust individual team members' grades for the final project (e.g., Team member A doesn't contribute very much and receives a 50% evaluation from his teammates. His final grade for the project would be the team grade multiplied by 50%.) The format for these evaluations is on Moodle. This evaluation is *due by 11 pm (Mountain Time) on Friday, December 8*. If you fail to submit a peer evaluation you lose half of your participation points.

Finally, if a team member is not performing, the group may agree to remove that member. This may be done only after consulting with the professor and making repeated attempts to motivate the team member. A team member who is removed from a team must complete the assignments individually and forfeits one-half of the possible course participation points.

Please find a detailed class schedule on the next page.

About the Professor

Suzanne is a Montana native who is thrilled to teach at SoBA. Prior to earning her PhD from the University of Oregon, Suzanne worked in industry for seven years and taught at Montana State University-Northern for four years. Her industry experience includes working for General Electric, Exxon, and Monsanto as an engineer and marketing manager. Additionally, she was instrumental in the creation of the Montana Cooperative Development Center, a state-wide resource for cooperatives. After graduating with a Bachelor of Mechanical Engineering from Georgia Tech, Suzanne earned her Master's of Business Administration from Tulane University. Her research interests include organizational theory and strategy, regional business clusters, and social and sustainable entrepreneurship. In addition to her research, Suzanne has received several teaching awards from UM School of Business as well as the University of Oregon College of Business, and U.S. Association of Small Business and Entrepreneurship, and the University of Montana's School of Business Administration. Her research has been published in *Journal of Business Research*, *Journal of Industrial Ecology*, and *Long Range Planning*.

Module Schedule

Subject to change - changes will be announced through Moodle.

Lectures and video resources are all posted with URL links in Moodle

MS = Mastering Strategy textbook; HC = Harvard Case; MD = Posted on Moodle

! = Required reading; * Recommended reading

All times are Mountain Time Zone

Module

Reading Assignments

1. Introduction, Strategy, Case Method & Research Resources

MD	! Robin Hood
MS	!Workshop 1: Strategy Defined
MD	* How to Read a Financial Report

Due by Sept 5 by 11 PM Moodle Discussion

Find two companies; One company that made an appropriate trade off in order to be consistent with its larger strategy, (see Southwest, pg. 8, example) and one company that failed to make a tradeoff and confused its strategy

Due by September 6 by 11 PM Robin Hood Case Analysis paper

Due Sept 8 11 PM - Moodle Discussion

Find an industry that is undergoing significant change right now; define the core assets and activities, how it is threatened, the type of change, and something a company in that industry could do to mitigate the change

Due Sept 8 11 PM – Teams must submit top three choices for publicly traded companies to analyze for project

I do not allow teams to analyze and present on the same or similar companies. First team to request a company gets the company for their project.

2. External Environment

MS	! Workshop 2: Understanding the Business Climate
MS	! Workshop 3: SWOT & Generic Strategies
MS	! Workshop 4: The Five Forces
MS	! Workshop 5: The Value System
MD	* Porter, Michael. "The Five Competitive Forces that Shape Strategy" Harvard Business Review, Jan. 2008.
MD	* Purdue Five Forces Worksheet
MD	! Gadiesh, Orit; Gilbert, James L.. "How to Map Your Industry's Profit Pool." Harvard Business Review, May/Jun98, Vol. 76 Issue 3, p149-162
HC	! Punch Up in the Potash Industry (A) – The Fertilizer Hits the Fan

Due by Sept 11 by 11 PM - Moodle Discussion Quiz Assignment

Complete PESTEL examples for current trends

Due by Sept 15 by 11 PM - Moodle Discussion Quiz Assignment

Use the Generic Strategy Matrix to look at the grocery industry;

- Give an example of a local or national grocery business that occupies one of the four quadrants
- Give an example of one grocery business that might be SITM (Figure 3.2 offers the framework)

Due by Sept 18 by 11 PM Punch Up in the Potash Industry Case Analysis paper

3. First Presentation – External Analysis

Due by Sept 22 by 11 PM – External Analysis Presentation OUTLINEDue by Sept 29 by 11 PM – External Analysis Presentation

Upload recording of slides and voice along with annotated slide decks to External Analysis Discussion Forum in Moodle.

Due by Oct 2 by 11 PM- External Analysis Feedback Writing Assignment

Feedback assignments should be uploaded under the forum discussion for the team you are assigned to review

4. Internal Analysis

MS ! Workshop 6: The Value Chain
 MS ! Workshop 7: The Core Competence
 MS ! Workshop 11: Strategy Implementation
 HC !redBus: Next Steps for Growth
 MD * Evans, Philip; Wurster, Thomas S. "Getting Real about Virtual Commerce" Harvard Business Review, Nov/Dec99, Vol. 77 Issue 6

Due by Oct 6 by 11 PM - Moodle Discussion Quiz Assignment

Complete the Value Chain quiz, you may retake the quiz

Due by Oct 9 by 11 PM - Moodle Discussion

Draw a competency tree for a company you are familiar with; see Figure 7.1 and 7.2 for guidance

Due by Oct 16 by 11 PM redBus Case Analysis paper

First Application Quiz

Opens on Oct 20 and **due by 11 PM on Oct 23**

Open resource but limited to one hour once opened. Must complete individually and be your original work

5. Second Presentation – Internal Analysis

Due by Oct 25 by 11 PM – Internal Analysis Presentation OUTLINEDue by Nov 1 by 11 PM – Internal Analysis Presentation

Upload recording of slides and voice along with annotated slide decks to External Analysis Discussion Forum in Moodle.

Due by Nov 3 by 11 PM- Internal Analysis Feedback Writing Assignment

Feedback assignments should be uploaded under the forum discussion for the team you are assigned to review

6. Business-level & Corporate-level Strategy

- MD ! Kumar, Nirmalya. "Strategies to Fight Low Cost Rivals" Harvard Business Review, Dec2006, Vol. 84 Issue 12, p104-112
- MD ! W. Chan Kim; Mauborgne, Renée. "Blue Ocean Strategy: From Theory to Practice" California Management Review, Spring2005, Vol. 47 Issue 3, p105-121
- MD ! Osterwalder & Pigneur. "Business Model Generation-Preview"
- MS ! Workshop 8: Diversification
- MD * Marks, M.L.; Mirvis, P.H.; Brakjovich, L.F.; "Making Mergers and Acquisitions Work" Academy of Management Executive, May 2001, Vol. 15 Issue 2, p80-92
- HC ! Growth Strategies in the Pharmaceutical Industry(A)
(Ignore questions at beginning of the case.)

Due by Nov 8 by 11 PM Growth Strategies in Pharmaceutical Case Analysis paper

7. International Strategy

- MS ! Workshop 9: International Strategy
- MD ! Porter, Michael E.. "The Competitive Advantage of Nations" Harvard Business Review, Mar/Apr90, Vol. 68 Issue 2, p73-93
- MD * Ghemawat, Pankaj. "Managing Differences" Harvard Business Review, Mar2007, Vol. 85 Issue 3, p58-68
- MD * Aron, Ravi; Singh, Jitendra V.. "Getting Offshoring Right" Harvard Business Review, Dec2005, Vol. 83 Issue 12, p135-143
- HC ! Bombardier Transportation and the Adtranz Acquisition

Due by Nov 13 by 11 PM - Moodle Discussion Quiz Assignment

Suggest answers for the Diamond of National Advantage for the U.S. Motion Picture Industry

Due by Nov 15 by 11 PM Bombardier Transportation Case Analysis paper

8. Measuring & Implementing Strategy

MS	! Workshop 10: Measuring Strategic Success
MD	! Kaplan, Robert S.; Norton, David P.. "Using the Balanced Scorecard as a Strategic Management System" Harvard Business Review, Jul/ Aug2007, Vol. 85 Issue 7/8, p150-161
HC	! Boston Lyric Opera

Due by Nov 20 by 11 PM Boston Lyric Opera Case Analysis paper (no Discussion Forum assignment)

The Boston Lyric Opera case is unusual from previous cases where there are business problems to be analyzed. The value in the Boston Lyric Opera case is in understanding the implementation of a Balanced Scorecard within an organization. Rather than the standard case questions, for this case address the following:

- ☉ What are the benefits from developing the Balanced Scorecard at BLO? What challenges and barriers must Del Sesto and Dahling-Sullivan overcome to capture these benefits?
- ☉ Are the departmental managers, artistic leaders, and employees at the BLO more empowered or less empowered after the Balanced Scorecard has been created?
- ☉ Using the information provided in the case, develop an Objective, Measure, Target, and Initiative for each of the four perspectives. (Financial, Customer, Internal Business Process, and Learning & Growth) Be sure to use appropriate discipline based concepts from your classes throughout your degree studies.

9. Final Presentation – Strategic Recommendation

Due by Nov 29 by 11 PM – Strategic Recommendation Presentation OUTLINE

Due by Dec 6 by 11 PM – Strategic Recommendation Presentation

Upload recording of slides and voice along with annotated slide decks to External Analysis Discussion Forum in Moodle. (There is no Feedback Assignment attached to this presentation.)

Due by Dec 8 by 11 PM - Peer Evaluations on Teammates

If you fail to submit a peer evaluation on your teammates, you lose half of your participation

Second Application Quiz

Opens on Dec 8 and **due by 11 PM on Dec 11**

Open resource but limited to one hour once opened; must complete individually with own original work
