

Spring 2-1-2017

BGEN 499.03: Strategic Management

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Tilleman, Suzanne G., "BGEN 499.03: Strategic Management" (2017). *Syllabi*. 5712.
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BGEN 499: Strategic Management

Spring 2017: Common Syllabus section 80

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: Dr. Suzanne Tilleman – GBB 369
Office Hours:
T/H 8:20 - 9:20 AM
Other times by appointment

Telephone: (406) 243-2915

Email: suzanne.tilleman@umontana.edu

Class Location: Section 80. GBB 201; TH 2:00 PM - 3:20 PM

You are expected to attend the section for which you are registered

Class Web Page: UOnline (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, which brings 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 a 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. BGEN 499 is fast paced. Our class time will be devoted to lecture, discussion, and case analysis.
2. Preparation expected before class:
 - All reading and assignments for the day have been completed,

- You have given thought to the topics to be discussed,
 - You are prepared with questions about *relevant* issues you want to discuss, explore, or challenge.
3. 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. The Code is available for review online at (*Section V.A.*, available at http://www.umt.edu/vpsa/policies/student_conduct.php).
 4. 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.
 5. Laptop computers may be used for note taking in class, but not for e-mailing, stock trading, gaming, or other non-class activities. Electronic devices must be turned to silent during class time. If not used appropriately, a student risks losing the privilege to use electronics for the rest of the semester. Students are expected to abide by the SoBA Code of Professional Conduct <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>.
 6. 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 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.
 7. 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. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email.
 8. Attendance is not required, however, missed or late work will not be accepted. I may excuse brief and occasional absences 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 excuse documented absences for military service and mandatory public service.

Students who are registered for a course but do not attend the first two class meetings 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.
- Required: Harvard Cases - Students purchase the five cases from the Harvard Business Publishing site. The link <http://cb.hbsp.harvard.edu/cbmp/access/59841612> 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.
https://store.wsj.com/v2/shop/60616004?trackingCode=aaqntppl&cid=WSJ_SC_NA_SALE_PROF

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 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:

Requirement	Weight	Learning Outcome Addressed
Major Field Test	Must pass to receive a grade	1
Participation	10%	1, 2, 3, 4, 5
Speaker Attendance	2%	1, 5
Surveys	2%	5
Case Analyses & Project Feedback	25%	1, 2, 3, 5
Quizzes	1%	2, 5
Exam 1 & 2	20%	1, 5
External Analysis	Formative	1, 2, 3, 4, 5
Internal Analysis	Formative	1, 2, 3, 4, 5
Strategic Recommendation	Presentation 10% + Content 30% = 40%	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 results of the MFT will be posted on Moodle about two weeks after the exam as pass or not pass.
- Each student must attend the Major Field Test. If you have an emergency, you must let the Kendall Kihn Kendall.Hull@mso.umt.edu and Associate Dean Terri Herron Terri.Herron@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 via the Moodle site titled Major Field Test Registration – Spring 2017. Once a time is filled it will not be able for you to select. The exam location and testing sessions are being scheduled. As soon as it is set, it will be posted in Moodle.

Participation

Verbal communication skills are imperative to success in the business world and this class is designed to be a non-threatening place to share ideas. This class is much better served through an interchange. 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 class discussions. Informed and active participation is expected of everyone. Much of the learning in this course comes from listening to your fellow students and making comments that move the class discussion forward. Also, please respectfully listen to your classmates and suggest supporting or alternative views. Thoughtful debate is highly encouraged.

Providing relevant examples; integrating material covered in the reading, outside readings, or in class; arguing (respectfully and with justification) a point made by a classmate to clarify and move the discussion forward; and actively participating in class exercises are all examples of quality contributions. Specifically, I will be looking for:

- Are your comments fact-based and relevant? Are you applying the lessons of the readings or lectures?
- Are comments thoughtful, insightful, and original?
- Do your comments advance our understanding of the issue at hand?
- Are you willing to challenge, respectfully, the ideas expressed by others?
- Do you contribute meaningfully in your group sessions?
- Do you provide and receive feedback in an appropriate manner?

Classroom participation should largely be voluntary. Because I want to ensure that everyone participates, however, I will cold call. There may also be opportunities during some class sessions to participate through the worksheets or break out groups.

Speaker Attendance

The School of Business hosts several opportunities for exposure to speakers. You must attend the session on Friday, March 31 or two others in agreement with me. ON the afternoon of Friday, March 31, School of Business Advisory Board Members will do TED Talk style presentations followed by short talks by our two Outstanding Alumni. I understand it is difficult to schedule time outside your normal set class schedule, so in replacement of this I will give you April 25 as unscheduled class time. Other opportunities will be the Gilkey Lecture and speakers associated with the Mansfield Center's Asia-Montana Energy Summit in early March. There may be an additional speaker brought in by the Sustainable Business Council.

Survey Assignments

Taking a pre/post survey on-line 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. I will give you extra credit participation points if you choose to participate in the survey. The survey is available at https://umt.co1.qualtrics.com/SE/?SID=SV_7NYzLdXOOrn8Gm9

Please take the Career Services Survey at the end of the semester. It will be enabled in Moodle in the last two weeks of class.

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 will be demonstrated with case analyses, Moodle quizzes on cases, and the strategic plan. Your work on the cases, whether it is a quiz or a case analysis must be your original work. You may not copy or buy your case analysis from others.

Writing proficiency will be demonstrated through individual written case analyses in addition to the team writing for the strategic plan. Students will have multiple submissions in the genre case analysis in order to improve over the course. The rubric for grading case analyses is at the end of this document. The due dates for the case analyses and Strategic Plan deliverables are included on the syllabus schedule. Case analyses are submitted on Moodle and are due prior to the beginning of the class in which the case is discussed. 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 (explained at the end of this document) will benefit from many different eyes and perspectives as it is developed. Therefore, at the External and Internal Analyses (see outline in last section), 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. Although the actual completion of the review serves as a written assignment, the verbal discussion and feedback with your assigned group is considered contribution.

Quizzes

Case quizzes are due in Moodle prior to case discussion in class. The assessment captures students' knowledge of core principles from their matriculation and their ability to apply the information in an integrated fashion. There are no make-up quizzes unless it is for a documented medical reason or university-sanctioned event.

Exams

Class exams are on **March 9**, and **April 20**. This will cover all materials through that date. Anything assigned, stated, or written on board or PowerPoint slides may be on the exam. Students arriving more than 15 minutes late will not be permitted to take the examination and will receive no points. Once you arrive to take the examination, you will not be allowed to leave the room until you are finished. All questions regarding examination scoring must be raised with the instructor within one week of posting grades. 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. If a student misses an exam, he/she may take a **cumulative** make-up exam during the scheduled final exam time for the class. You may choose to take the make-up exam in replacement of a low exam score, but whatever you score on the cumulative make-up exam will replace the previous exam score even if it is a lower score!

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 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 first two presentations are not scored, but feedback is given so that students may perform their best on the final presentation.

Strategic Plan

The centerpiece of the course is a comprehensive, well-reasoned strategic plan **for an existing 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 handout 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 may result in team members being assigned different 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 5 pm of Thursday, May 4*.

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*.

DETAILED CLASS SCHEDULE

Subject to change - changes will be announced in class and on through Moodle.

MS = Mastering Strategy textbook; HC = Harvard Case; MD = Posted on Moodle
! = Required reading; * Recommended reading

Date	Topic	Reading Assignments (Complete Before Class)	
1. Jan 24	Introduction & Overview		

2. Jan 26	Strategy	MS	!Workshop 1: Strategy Defined
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CLASS PREPARATION

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

3. Jan 31	Case Method & Research Resources	MS	! Workshop 2: Understanding the Business Climate
		MD	! Robin Hood – Quiz in Moodle before class
		MD	* How to Read a Financial Report

CLASS PREPARATION

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

Determine Business Plan Team Members & Email to Professor

4. Feb 2	External Environment	MS	! Workshop 3: SWOT & Generic Strategies
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CLASS PREPARATION

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)

Company Determination Due; Email Professor the name of company/division, & plan for obtaining financial data and why you selected this company

5. Feb 7	Jaci Wilkinson, Business Librarian	<u>Meet in the Student Learning Center in the Mansfield Library</u>	
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6. Feb 9	External Environment cont.	MS	! Workshop 4: The Five Forces
		MD	* Porter, Michael. "The Five Competitive Forces that Shape Strategy" Harvard Business Review, Jan. 2008.
		MD	* Purdue Five Forces Worksheet

7. Feb 14	External Environment cont.	MS	! Workshop 5: The Value System
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	Case Analysis	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
8. Feb 16	Presentations on External Analysis		
9. Feb 21	Presentations on External Analysis		
10. Feb 23	Peer Feedback Sessions on External Analysis		
11. Feb 28	Internal Analysis	MS	! Workshop 6: The Value Chain
		MS	! Workshop 7: The Core Competence
		MS	! Workshop 11: Strategy Implementation
<u>CLASS PREPARATION</u>			
Draw a competency tree for a company you are familiar with; see Figure 7.1 and 7.2 for guidance			
12. Mar 2	In-class video Discontinuous Innovation, Clayton Christensen In class worksheet (call number for video and copy of worksheet posted on Moodle)	MD	* Evans, Philip; Wurster, Thomas S.. "Getting Real about Virtual Commerce" Harvard Business Review, Nov/Dec99, Vol. 77 Issue 6
13. Mar 7	Internal Analysis cont. Case Analysis <i>If time allows, teams will be given time to work and ask questions</i>	HC	! redBus: Next Steps for Growth
14. Mar 9	Exam 1 - Administered in GBB 213		
15. Mar 14	Presentations on Internal Analysis		
16. Mar 16	Presentations on Internal Analysis		
March 20 – 24 SPRING BREAK			
17. Mar 28	Peer Feedback Sessions on Internal Analysis		
18. Mar 30	Business-level Strategy/Generic	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"
Mar 31	<u>Required attendance at SoB Presentations (in exchange I give you April 25 free)</u>		
19. Apr 4	Corporate-level Strategy	MS	! Workshop 8: Diversification

Strategic Plan Instructions **BGEN 499**

The business plan project is the centerpiece of this course and will require you to integrate and apply approaches and tools learned in the course to an actual existing business situation. The firm you choose can be a stand-alone entity or a business unit of a larger corporation. It can be public or private. The plan must be realistic and rigorous, incorporating the real world context, numerical calculations, and conceptual analysis. The plan must be the result of your team's original thought process. You cannot recommend a strategic initiative the business is already enacting. A good plan will be logically consistent and show (realistic) profitability or reduction in losses.

Requirements

Group Composition: This is a group project, with groups consisting of 5 or 6 people. Consider creating a group that includes people with different skill sets and life experiences since that will provide more depth in their areas of expertise as well as provide a broader view of the project as a whole. Team members are assigned roles: External analysis lead, Internal analysis lead, Financial analysis and strategic projections lead, and Strategic recommendation lead. If there are 5 team members then the financial role is split for the second and third presentations.

I recommend turning in an Initial Team Charter to the professor. The template is posted on the Blackboard site.

You are required to evaluate your group members to prevent "free-rider" problems. If you fail to evaluate group members at the end of the semester you forfeit the team participation points awarded to you by your teammates. 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.

Presentation Format: Presentations are done by the lead team-member(s). The Financial analysis lead will present with both the Internal analysis lead and the Strategic recommendation lead in the second and third presentations.

You will be graded on style, integration, coherence, flow, and structure. Wear business appropriate attire for presentations. Be concise and make trade-offs as to what to include and what to omit. Be sure to include a summary slide at the end of each presentation. Practicing your presentation beforehand is **STRONGLY** recommended. Having fun is also strongly recommended. Copies of the grading rubrics are at the end of this document.

The External Analysis Presentation is limited to 10 minutes. The Internal Analysis Presentation is limited to 10 minutes. The Strategic Recommendation Presentation is limited to 15 minutes.

Documentation Format: On the first day of each of the three presentations, teams post to Moodle their presentation slides with any needed appendices. These slides are evaluated for content. As such make sure they contain the pertinent information. When the Strategic Recommendation slides are turned in, any content carried forward from previous presentations must include any necessary corrections.

References: Include sufficient references for statements in your plan, with footnotes and full citations listed as separate pages in the appendix (following the presentation slides). Use the Mansfield Library unabashedly and completely, especially their printed resources. Do not limit yourself to on-line resources. If you do use on-line data resources, you must provide references to these as well. Use the Wall Street Journal, Business Week, Fortune, Forbes, and other business publications.

Deadlines: Refer to the syllabus for the schedule.

External Analysis

This first presentation describes the environment in which the company operates, including industry characteristics and competitors.

This analysis should include all of the following components (points for each section are listed in parentheses after each section heading):

1. Introduction: Identify your company and, most importantly, a clear definition of the industry. Include the geographic scope of the industry and what portions of the business are to be considered.
2. Changes and trends in the environment: Discuss the economic, technological, political-legal, socio-cultural, and other trends and how they affect the industry. Ignore trends of lesser importance.
3. Complete five-forces industry analysis: Conduct a five-force analysis of this industry, making conclusions about the strength of each force and providing an overall assessment of the industry's attractiveness.
4. Analysis of existing competitors: Discuss the key success factors in this industry and assess the existing competitors (not including your company). Describe interactions between the companies and any indirect players that could change the competitive dynamics of the

industry.

5. Industry segmentation and demand issues: Describe the customer/product/market segments in this industry, including differences on key dimensions. Discuss what drives customer satisfaction and loyalty and analyze how well your company is positioned and in which segments. Discuss the industry's financial performance over time.
6. Opportunities in the industry: Propose customers or segments of the industry that are not well served. Show thinking and justification for the identified opportunities.

Internal Analysis

The second presentation examines the resources and capabilities of your chosen organization. This examination should draw on data from the organization itself and reliable secondary data sources such as (but not limited to) industry reports, trade publications, and analysts' coverage to construct a credible description of the organization's resources, capabilities and commensurate constraints.

1. Introduction: Describe the core mission or objectives of your company. Explain the company's generic strategy.
2. Internal resource assessment: Analyze your company's internal resources and capabilities, including its key strengths and weaknesses. Be sure to use both organizational and secondary sources. How do its major areas (R&D, marketing, operations, human resources, information systems, financials, etc.) align with industry opportunities? What is the basis of the company's competitive advantage? Applying the Value Chain and Core Competencies frameworks. How is the value of their resources and competencies enduring? Be sure to include specific incidences or examples.
3. Financial resources: The firm's financial position determines which strategic opportunities available to you. Include key performance ratios and discuss how they compare to industry averages or competitors. Explain any expected changes in the firm's financial position.
4. Opportunities for the company: Propose better usage or leveraging of existing resources or capabilities. This may include reducing or eliminating poor performing resources. These are still not recommendations, but a process in the generation of potential actions. Show thinking and justification for the identified opportunities.

In addition to these specific topics, you will also be evaluated on research embodied in the report, citation list, and graphics.

Strategic Recommendation & Budget

The third presentation provides your recommendation for the company, along with all the relevant operational and financial details.

1. Executive Summary: Explain the nature of the business, your strategic recommendation and its rationale, and the implementation plan.
2. Strategic Alternatives and your Recommendation: Discuss the alternatives to your recommendation. Discuss your rationale for preferring this alternative over the others. Discuss your recommendation's connection to business strategies taught in class or readings and how it helps the company meet its strategic goals.
3. Implementation Plan: Develop a specific plan about how the company will implement your recommendation. Include how the attributes of your products and services will be supported by marketing activities (pricing, promotion, distribution, target marketing, etc.). Discuss any changes to the organizational structure and human resources. Describe how operations and production will be affected by your plan. Develop an Activity Map. Explain other aspects of the value chain as applicable and discuss how they will be managed. Propose and defend how the company should measure performance.
4. Financial Projections: Develop a five-year financial projection along with a narrative that provides explanations and conclusions. You will need to make reasonable assumptions – for sales revenues, advertising expenses, capital expenditures, start up costs, and other factors - be sure to be explicit about these and include them after the slide set. Include information that is relevant to the changes you suggest as it is necessary in the income statement/ balance sheet. If you are starting a new company a statement of cash flows may be necessary. Financial projections should extend five years. Make sure all numbers are consistent with the marketing, operational, and managerial plans. Include key performance ratios and discuss how they compare to industry averages.
5. Risk Assessment and Contingency Plans: Discuss 3 significant risks that could impact your company's performance. Propose contingency plans for the company should one or more of these risks occur.
6. Conclusion: Summarize the key points of the plan and motivate the key decision makers to proceed.

Possible Approaches

Here are several possible approaches you may take in your plan. You do not need to be limited by this list, but they are good places to start.

1. Start ups: This plan would involve an existing company that is extremely small, busy, or has not done much strategic planning. The emphasis will be on assessing the company's performance, defining the core mission and strategic focus, and establishing a set of implementation priorities.
2. New products and/or new markets: This plan would involve deploying a new product into an existing market, existing products into new markets, or new products into new markets (the most daunting task). The emphasis will be on determining the viability of the products and markets, creating realistic projections, and fitting these new initiatives with the rest of the business.
3. Realignment: This plan would involve adjustments to a company's current position so that it better aligns with anticipated environmental changes. The emphasis will be on assessing past/current performance, proving realignment is necessary, and creating organizational, market-based, financial, resource, and other recommendations to put the company on a more profitable path.
4. Overhaul: This plan would involve a wholesale change in the way the company operates. The emphasis will be on why such a drastic change is required, how it will be accomplished, and the financial, managerial, and market implications of the changes.

A Final Note

Please contact me sooner rather than later if you have any questions on your plan. Problems that are easily solved in week three can be insurmountable two days before the plan is due. Meet regularly with your group and have a realistic timeline for the overall project.

External Analysis Presentation Evaluation

Group Name: _____

Team Members: _____

Section
Content <ul style="list-style-type: none"> • Appealing and convincing introduction • Good discussion of changes and trends in general external environment PESTEL • Good discussion of changes and trends in industry <ul style="list-style-type: none"> ○ 5-forces attractiveness ○ Industry segments and demand issues ○ Existing competitors ○ Value System, Profit Pool, ICM, Life Cycle, or other • Discussion of opportunities in the industry? • Strong evidence of research (citations where appropriate?) • Q&A – clear, concise, well supported answers
Delivery <ul style="list-style-type: none"> • Professionalism • Continuity and flow • Effective pace and use of time • Responsiveness to questions
Visual Aids <ul style="list-style-type: none"> • Visual aids support conclusions and presentation style <ul style="list-style-type: none"> ○ Slides are informative & appealing, flows logically, well practiced • Appropriate level of detail
Total

Greatest strength of the presentation was:

Most important area in which this presentation could have been strengthened:

Internal Analysis Presentation Evaluation

Group Name: _____

Team Members: _____

Section
Content <ul style="list-style-type: none"> • Appealing and convincing introduction (Exec. Summary) <ul style="list-style-type: none"> ○ Why change at all? • Internal resource assessment <ul style="list-style-type: none"> ○ Strengths & Weaknesses ○ Generic Strategy ○ Core Competencies ○ Value Chain ○ How do functional areas match opportunities • Financial resource assessment <ul style="list-style-type: none"> ○ Key performance ratios compared to industry ○ Expected changes in financial position? • Opportunities for company (still not recommendations, yet several areas for improvement) • Strong evidence of research (citations where appropriate?) • Q&A – clear, concise, well supported answers
Delivery <ul style="list-style-type: none"> • Professionalism • Continuity and flow • Effective pace and use of time • Responsiveness to questions
Visual Aids <ul style="list-style-type: none"> • Visual aids support conclusions and presentation style <ul style="list-style-type: none"> ○ Slides are informative & appealing, flows logically, well practiced • Appropriate level of detail
Total

Greatest strength of the presentation was:

Most important area in which this presentation could have been strengthened:

Strategy Recommendation Presentation Evaluation

Group Name: _____

Team Members: _____

Section	Points
Content <ul style="list-style-type: none"> • Appealing and convincing introduction (Exec. Summary) <ul style="list-style-type: none"> ○ Why change at all? • Good discussion of strategic alternatives • Good explanation for selection among alternatives <ul style="list-style-type: none"> ○ Why this one? Why is it a good fit? • Good discussion of implementation plan <ul style="list-style-type: none"> ○ Product or service attributes/ organizational changes considered ○ Activity Map ○ Use of framework (value chain, bus-level or corp-level strat?) ○ Performance measurement • Good discussion of financials <ul style="list-style-type: none"> ○ 5-year projection (consistent with recommendation?) ○ Key performance ratios compared to industry • Discuss risk assessment and contingency plan • Strong evidence of research (citations where appropriate?) • Q&A – clear, concise, well supported answers 	/ 200
Delivery <ul style="list-style-type: none"> • Professionalism • Continuity and flow • Effective pace and use of time • Responsiveness to questions 	/ 50
Visual Aids <ul style="list-style-type: none"> • Visual aids support conclusions and presentation style <ul style="list-style-type: none"> ○ Slides are informative & appealing, flows logically, well practiced • Appropriate level of detail 	/ 50
Total	/ 300

Greatest strength of the presentation was:

Most important area in which this presentation could have been strengthened: