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### BGEN 499.05: Strategic Management

Paul J. Gladen

University of Montana - Missoula, [paul.gladen@umontana.edu](mailto:paul.gladen@umontana.edu)

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# **BGEN 499**

## **Strategic Management (3 Credits)**

### **Spring Semester 2018**

TR 09.30-10.50 GBB L13



**Paul Gladen, M.A., M.B.A.**

Email: paul.gladen@umontana.edu

Phone: Mobile: (406) 396-3534

Office: Blackstone LaunchPad, Gilkey Building

About: [Linkedin](#) & <http://www.umt.edu/launchpad/about.php>

Office Hours: By appointment. Please schedule via: <https://paulgladen.youcanbook.me>.

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## **CATALOG DESCRIPTION**

Prereq., senior standing in Business, COMX 111A, ECNS 202S, BGEN 220E and all business core. Analysis of external and internal firm environment and strategy formulation. Integration of cumulative business knowledge. Case orientation and class discussion.

Gen Ed Attributes: Writing Course-Advanced

## **MISSION STATEMENT AND ASSURANCE OF LEARNING**

The University of Montana's College of Business 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 College of Business has adopted the following learning goals for our undergraduate students:

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

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

Learning Goal 3: CoB graduates will be effective communicators.

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

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

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

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

## **COURSE DESCRIPTION**

Welcome! This is the capstone course on strategic management. Over the span of your undergraduate business education, you've been exposed to a wide variety of disciplines (e.g. marketing, finance, management, accounting, MIS, etc.), in the process learning the tools to help you work in a business.

This course is about business strategy, which concerns the following questions:

- Why does one company outperform its competitors?
- What makes one company fail while others succeed?

Over the course of the semester, we will rely on case studies, theory, real world examples, and classroom discussion to answer these questions. The purpose of the course is to give you an introductory overview of business strategy to understand the WHAT, WHERE, WHEN, HOW and TO WHAT EXTENT of strategic thinking.

We will kick off the semester with what is meant by STRATEGY. Subsequently, we will discuss existing frameworks that can help you make sense of the vast amount of information needed to identify, formulate, develop and implement strategy. Discussion of real companies will help us apply these frameworks and make sense of strategic situations and outcomes. Lastly, you will be asked to refine your strategic thinking by adopting the role of strategy consultant in a real-world project. Working in teams, you will put together a strategic analysis of an assigned public company. This analysis will prompt you to apply the frameworks and models to develop a top-down and bottom-up report of a company's industry location, core competencies, challenges and opportunities, and competitive environment. This project will tie together the diverse parts of the course. In addition, it will provide you with a 'product' to take with you when you enter your job search.

The purpose of this course is to develop your skills as future business owners, executives, professionals or employees. What does that mean? At some point in your current or future business career you may find yourself starting, buying, owning or managing a business and will need to develop a strategy and understand how to fit the different pieces of the business together to execute the strategy and to continue to create value, capitalize on opportunities and anticipate and respond to competitive and other challenges.

Even if you do not anticipate being the "top dog" in a business, your value as an executive, manager or professional, will be greatly enhanced by your ability to understand the big picture and apply your specialist expertise (in say marketing, finance or MIS) to the overall business strategy.

As we progress through the semester, our aims will be for you to:

- Understand what strategic management is, why it is important, and how it is used
- Understand the process of strategic development and the stages and inputs into the strategic management process
- 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
- Develop a strategic business mindset
- Recognize and capitalize on demand-driven opportunities
- Hone your pattern recognition abilities
- Enhance your problem solving skills
- Identify and manage the points of interdependence in a business
- Identify and manage the key performance indicators of the business

## COURSE OBJECTIVES

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.

## COURSE LEARNING GOALS

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.**

## MAJOR FIELD TEST

The Major Field Test is a nationally normed exam. Over 400 universities participate. Although this exam is hard and you have been preparing for it throughout your college career. As with all normed exams, it is designed to be able to curve the results into a normal distribution, which requires most of the students to miss many questions. Our students have done very well on this exam in the past, usually scoring on average in the high 80th and low 90th percentile. 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. You will see your score after the exam, at the exam you will be told the raw score necessary to pass.

- 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 Kendall Kihn ([Kendall.Hull@mso.umt.edu](mailto:Kendall.Hull@mso.umt.edu) or 243-4891) or Associate Dean Klaus Uhlenbruck ([Klaus.Uhlenbruck@umontana.edu](mailto:Klaus.Uhlenbruck@umontana.edu)). If you have an emergency that impedes your ability to take the exam, please contact Kendall and Klaus.
- Each time slot for the exam will 2 ½ hours. Student must sign-up for their preferred time slot online via Moodle room titled Major Field Test Registration Spring 2018. All sessions are in L 26, available times are:
  - March 8th from 3:30-6:00pm
  - March 9th from 9:00-11:30am
  - March 9th from 1:00-3:30pm
  - March 16th from 10:00-12:30pm

## REQUIRED MATERIAL

All course material is provided by the professor and you will not need to purchase any outside resources to participate in BGEN 499.

## COURSE GRADING

ASSIGNMENT	WEIGHT (%)
Individual Case Assignments	20
Individual Strategy Paper	20
Strategic Analysis - Team Presentation	20
Strategic Recommendation - Team Presentation	20
Class Participation (incl. peer review)	10
Individual Reflection Paper	10

Each of the preceding components will be discussed in greater detail as the semester progresses.

In addition extra credit may be earned for attending the following College of Business events:

- **Thursday, March 8** – Gilkey Lecture – Michelle Cardinal, CEO and Co-Founder, R2C Group - 5:30 – 6:30pm.
- **Friday, April 20** – Business Advisory Council “TED”-style Talks and Outstanding Alumni presentations - Times TBD

**Additional comments on Grading & Assignments:**

1. For every day an assignment is late, the grade of the paper drops FULL LETTER GRADE, e.g. an “A” paper turned in a day late will become a “B” paper, etc.
2. **TRY NOT TO MISS THE READING QUIZZES** – Make-up quizzes are in essay form.
3. WEEKLY ATTENDANCE WILL BE TAKEN. If you miss MORE THAN 4 CLASSES, for each class missed **your final grade will drop ½ a grade.**
4. YOU WILL HAVE AN OPPORTUNITY TO EVALUATE YOUR TEAM MEMBERS.

**This course employs +/- grading. The following grade scale will be used to calculate final grades.**

<b>A+</b>	<b>100-97%</b>	<b>A</b>	<b>96-93%</b>	<b>A-</b>	<b>92-90%</b>
<b>B+</b>	<b>89-87%</b>	<b>B</b>	<b>86-83%</b>	<b>B-</b>	<b>82-80%</b>
<b>C+</b>	<b>79-77%</b>	<b>C</b>	<b>76-73%</b>	<b>C-</b>	<b>72-70%</b>
<b>D+</b>	<b>69-67%</b>	<b>D</b>	<b>66-63%</b>	<b>D-</b>	<b>62-60%</b>
<b>F</b>	<b>Below 60%</b>				

**TEAM WORK**

The class includes a team-based project. Groups are assigned in the second week. Once assigned, I would highly recommend that you take into consideration individual strengths and weaknesses: qualitative vs. quantitative; marketing – financial/accounting – technology backgrounds, availabilities throughout the semester, etc. It is critically important that you and your team members learn to manage the various requirements and deadlines of the business plan. I understand the potential difficulties in team-based projects: some people do more work than others, some teams have better dynamics than others, etc. I recognize that at times it can be challenging and even frustrating, but in my opinion team projects capture the real-world complexity of getting business done. If you find that some team members simply do not contribute, **PLEASE APPROACH ME AS A GROUP**. I will deal with your collective complaints accordingly. Also, you will have an opportunity to fill out peer evaluation forms at the end of the semester.

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

Your success in the business world will depend, to a large extent, on your ability to communicate. Courses during your first few years at the College of Business provided the opportunity to hone your written and oral communication skills. This course will provide you with

the opportunity to further develop both of these skills. Of course, all assignments should be clear, concise and substantive. My policy is not to review student papers before they are turned in for grading. However, I am willing to discuss the logical reasoning and proposed content of your written work.

Grading of your written work will be competitive. That is, your work will be graded relative to your classmates. Proper spelling, syntax, grammar, punctuation, bibliography, citations, footnotes, and professional appearance are expected. Your grade may be lowered as much as two full letter grades if these areas are lacking. All written work should be submitted on 8.5" x 11" paper using 1.5 spacing and 1" margins.

## **PROFESSIONALISM**

Students are preparing to become business professionals, and professional behavior is expected at all times. Students are expected to abide by the CoB Code of Professional Conduct (found online at <https://www.business.umt.edu/ethics/professional-conduct-code.php>). Treat class sessions like business meetings. Failure to adhere to these expectations may result in being asked to leave the classroom. In addition, students will

- Remain in the class for the duration of class time (no in and out or leaving early)
- Bring all materials needed for class, including the book, calculator, and iClicker
- Refrain from using any technology, including cell phones, not required for the class conduct at that time
- Being an active listener – not talking while others, including the instructor, are talking.

## **ACADEMIC MISCONDUCT**

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 (found online at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)).

The College of Business endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.



Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the CoB Professional Code of Conduct (found online at <https://www.business.umt.edu/ethics/professional-conduct-code.php>). If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

## STUDENTS WITH DISABILITIES

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/>) 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.

## NOTE ON EMAIL COMMUNICATION:

I try to be timely in my email responses. If you email me during the week you will almost always receive a response within 24 hours. However, your messages should be sent from your UM email account, well written and grammatically correct, begin with a proper salutation, and, as your parents taught you, be sure to say thank you! I will reject emails that do not comply with these specifications. It is your responsibility to check your email account and Moodle regularly. You are responsible for all material provided to you through these venues so you should check them regularly. Finally, it is important that prior to sending an email to me you format the subject line using the following convention.

- **Email related to groups should be formatted as follows: Subject: BGEN 499 + Group + topic**
- **Individual email should be formatted as follows: Subject: BGEN 499 + Topic**

## CLASS SCHEDULE (SUBJECT TO CHANGE\*)

Week 1	Jan 23	● Introduction to Class
	Jan 25	● Introduction to Strategy
Week 2	Jan 30	● Introduction to Strategy

	Feb 1	<ul style="list-style-type: none"> <li>Value Proposition Design</li> </ul>
Week 3	Feb 6	<ul style="list-style-type: none"> <li>Business Model Canvas</li> </ul>
	Feb 8	<ul style="list-style-type: none"> <li>Business Model Canvas</li> </ul>
Week 4	Feb 13	<ul style="list-style-type: none"> <li>Market &amp; Competitive Analysis</li> </ul>
	Feb 15	<ul style="list-style-type: none"> <li>Market &amp; Competitive Analysis</li> </ul>
Week 5	Feb 20	<ul style="list-style-type: none"> <li>Core Competencies</li> </ul>
	Feb 22	<ul style="list-style-type: none"> <li>Core Competencies</li> </ul>
Week 6	Feb 27	<ul style="list-style-type: none"> <li>Value Chain Analysis</li> </ul>
	Mar 1	<ul style="list-style-type: none"> <li>Value Chain Analysis</li> </ul>
Week 7	Mar 6	<ul style="list-style-type: none"> <li>Growth Strategies - Diversification</li> </ul>
	Mar 8	<ul style="list-style-type: none"> <li>Growth Strategies - M&amp;A</li> </ul>
Week 8	Mar 13	<ul style="list-style-type: none"> <li>Growth Strategies - International</li> </ul>
	Mar 15	<ul style="list-style-type: none"> <li>Strategic Analysis Project Work</li> </ul>
Week 9	Mar 20	<ul style="list-style-type: none"> <li><b>Strategic Analysis - Team Presentations</b></li> </ul>
	Mar 22	<ul style="list-style-type: none"> <li><b>Strategic Analysis - Team Presentations</b></li> </ul>
Week 10	Mar 27	SPRING BREAK
	Mar 29	SPRING BREAK
Week 11	Apr 3	<ul style="list-style-type: none"> <li>Innovation &amp; Disruption</li> </ul>
	Apr 5	<ul style="list-style-type: none"> <li>Blue Ocean Strategy</li> </ul>
Week 12	Apr 10	<ul style="list-style-type: none"> <li>Strategy Implementation</li> </ul>
	Apr 12	<ul style="list-style-type: none"> <li>Strategy Implementation</li> </ul>
Week 13	Apr 17	<ul style="list-style-type: none"> <li>Strategy Performance Measurement</li> </ul>
	Apr 19	<ul style="list-style-type: none"> <li>Strategy Project Work</li> </ul>
Week 14	Apr 24	<ul style="list-style-type: none"> <li>Strategy Project Work</li> </ul>
	Apr 26	<ul style="list-style-type: none"> <li>Strategy Project Work</li> </ul>
Week 15	May 1	<ul style="list-style-type: none"> <li><b>Strategic Recommendation - Team Presentations</b></li> </ul>

	May 3	<ul style="list-style-type: none"><li>• <b><i>Strategic Recommendation - Team Presentations</i></b></li></ul>
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