

Strategic Planning

Course code: MGT430/1

Semester and year: Fall 2021

Day and time: Monday, Wednesday 09:45-11:00

Instructor: Mark Wiedorn, MBA

Instructor contact: mark.wiedorn@aauni.edu

Consultation hours: Mondays 14:15-15:00 or **by appointment** (preferred)

Credits US/ECTS	3/6	Level	Advanced
Length	15 weeks	Pre-requisite	MTH222, ACC263, MGT245, MKT248
Contact hours	42 hours	Course type	Bachelor Required

1. Course Description

The major objective of this course is to develop an understanding of strategic management planning process, concepts, research, and theories. Students will learn methods of business environment scanning, strategy formulation, implementation, and control. Integration of international issues throughout provides an essential understanding of global economics and its impact on business activities in a location.

This course serves as the capstone of the Business Administration Program. We study how a company effectively builds its strategy and learn through current readings and case studies covering which corporate strategies are the most successful and which are not, and why. Major strategic planning models, the strategy development process and strategic implementation are examined. The course is grounded in theory but will incorporate "real-life" examples and applications. The course is weighted towards current trends and practices in strategic planning management.

This course is meant to provide the foundations for the senior thesis (course) MGT435 where students will write their final thesis, present it and defend at State Exams. Writing the thesis involves many of the models, theories and approaches covered in MGT430.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend and demonstrate an understanding and comfort level with the strategic planning, management and evaluation processes.
- Understanding the strategic management process, concepts, research and theories.
- Apply methods of business environment scanning, strategy formulation, implementation and control as well as reviewing performance management models and demonstrating an understanding of when, why and how those models are used.
- Utilize the tools and methodologies applied in the real world and demonstrate an understanding of these models.
- Analyze, identify and evaluate opportunities and threats that exist for "real" companies in the business environment and link them to existing strengths and / or weaknesses that exist within the organization and done within the context of the shifting global business environment.
- Demonstrate an ability to place in context current business developments and regional and entity specifics, specifically from a "strategic" point of view.

- Understand and demonstrate in-depth knowledge of formulating and adapting feasible competitive strategy recommendations.
- Choose, evaluate and research an appropriate company for their senior thesis.

3. Reading Material

Required Materials

- Arthur A. Thompson Jr., A. J. Strickland III, John E. Gamble, Crafting and Executing Strategy, 22nd Global Edition
- Understanding Michael Porter: The Essential Guide to Competition and Strategy, Joan Magretta, Harvard Business Press Books , 2011
- Leading Strategic Change, J.Stewart Black, Hal B. Gregersen, FT Press; 1 edition (July 3, 2003)
- Only the Paranoid Survive: How to Exploit the Crisis Points That Challenge Every Company, Andrew S Grove, Crown Business; Reprint edition (March 16, 1999)
- Business Model Generation, Alexander Osterwalder and Yves Pigneur, John Wiley and Sons, (2010)

Recommended Materials (Available in the Library or course web site)

- Excerpts from other Strategic Management texts, on website
- Case studies and articles will be assigned according to the class schedule and posted on the course web site.
- Students are encouraged to read current business publications.
- Case studies, articles and other handouts will also be used and posted on course web sites.
- Slides will be used during lectures. Slides will be posted on the course web site usually 1-2 days before class.

4. Teaching methodology

Teaching methodology will be very interactive. The lectures will equip the students with the theory, tools and methodologies needed to conduct, discuss, analyze and present real world analysis. As this is a 400 level course, students can also expect in-depth reading and preparation for assignments. It is **critical** that student's stay current with assigned readings and that they are ready to discuss concepts and cases in class.

It is essential that the students hand in homework and cases as scheduled. Fulfilling this requirement is a key component of the learning process and thus part of the grade. Late delivery will not be accepted. (*only with valid excuse such as illness*)

5. Course Schedule

This course schedule may change; any changes will be announced in advance in class.

Note: Should the instructor miss a class there will be a Make-Up class scheduled at a time that is convenient for the majority of students.

Date	Class Agenda
Week #1 W 09.01	Topic: Course Overview: Expectations/Workload/Timing Review of Syllabus Choosing A Company Thesis Outline and Map Strategic Management and Planning Overview Mission and Vision: Strategic Importance In Class: Mission and Vision Videos

	<p>Description: Overview of the course and rationale for approach will be discussed. Syllabus and all related projects and work for the course will be covered. An in-class presentation will lay the groundwork for the course and give an overview of Strategic Planning and Management. Concepts of Vision and Mission, key drivers of strategy will be introduced with two short videos.</p> <p>Reading: Crafting and Executing Strategy Chapter 1, 2 (pgs 50-91) What is Strategy, Porter (WS) <u>Understanding Porter</u> pgs 17-140</p> <p>Assignment: Vision, Mission Presentation Part 1: Find the Vision and Mission Statements for a company and prepare a 2 slides (<i>see assignment handout</i>)</p>
<p>Week #2 M 09.06 W 09.08</p>	<p>Topic: Mission and Vision Presentations, Discussion Objective of Strategic Planning: Sustainable Competitive Advantage Porter: What Is Strategy Intro to "Making Strategy"</p> <p>Description: Vision and Mission statements often serve as the foundations and drivers for a company's strategy and the strategic planning process. What makes a good Vision or Mission statement? These are the first steps in the overall Strategic Planning process for companies. The ultimate objective of any strategy is to achieve Competitive Advantage. We will also introduce Porters "What is Strategy" which will be a key component of the course going forward. The difference between Operation Effectiveness and Strategy will be introduced.</p> <p>Reading: <u>Understanding Porter</u>, pgs 140-210 Making Strategy Case Study (WS) <u>Crafting and Executing Strategy Ch 3</u></p> <p style="text-align: center;">Prepare for QUIZ</p>
<p>Week #3 M 09.13 W 09.15</p>	<p>Topic: <u>Quiz on Assigned Readings (5% of course grade) (02.18)</u> Environmental Analysis: External Making Strategy Porters 5 Forces, Video: 5 Forces PESTLE: Any Value?</p> <p>Description: The External Assessment, External Environment Analysis, and External audit are covered. The Impact of External Forces on the Organization from a competitive perspective are covered. PEST analysis and its value will be discussed and Porters 5 Forces and how these competitive forces shape and drive strategy.</p> <p>Reading: <u>Crafting and Executing Strategy Chapter 4</u> <u>Understanding Porter</u>, pgs 140-210 <u>Growth Outside the Core</u>. Article <u>Critical Success Factors.pdf_(website)</u> Students Should Have Company Chosen and Approved</p>

	by end of Week 4
<p>Week #4</p> <p>M 09.20</p> <p>W 09.22</p>	<p>Topic: Growth Outside the Core Critical Success Factors and Core Competencies CSF Case Study and Exercise (<i>in class</i>) 5 Generic Strategies Trade Offs- Choosing What To Do and What Not To Do</p> <p>Description: "Know Thyself" holds true for organizations in the strategic sense. Every company should have core competencies and know what these are and continually build strategically upon them. The same holds true for the CSF in their industry.</p> <p>Reading: Business Model Generation pages 14-126 Crafting and Executing Strategy CH 5</p>
<p>Week #5</p> <p>09.27</p> <p>09.29</p>	<p>Topic: Horizontal and Vertical Integration Value Chain and Value System Value Chain and the Value Proposition How VC and Activity Maps Relate</p> <p>Description: A detailed look at various aspects of the Value Chain for all types of companies. We will look at manufacturing companies, service companies and tech companies. Where can competitive advantage be found in the value chain? How do these activities create strategic fit? The review of the Value Chain will set the stage for the Business Model Generation and Activity System Mapping.</p> <p>Reading: Watch BMG Videos</p> <p>Assignments/deadlines: BMG Worksheet for your company,) <i>Activity Systems Map(worksheet) Value Proposition Worksheet</i></p>
<p>Week #6</p> <p>M 10.04</p> <p>W 10.06</p>	<p>Topic: Business Model Canvas: <i>Business Models New and Old</i> What is Strategy? Porter cont'd as relates to Activity Mapping Activity Mapping vs Value Chain vs Business Model Canvas Review for Mid-Term</p> <p>Description: Detailed review of Business Model Canvas, its use in Strategic Planning and Assessment. Activity System Mapping will be covered</p>
<p>Week #7</p> <p>M 10.11</p> <p>W 10.13</p>	<p>Mid Term Exam (2 Hours)</p> <p>Topic: Company Choice</p> <p>Description: Students will have chosen and had approved a company for Strategic Profile. Each student will give brief presentation of their choice.</p> <p>Reading: <u>Crafting and Executing Strategy:</u> Ch 6 SWOT/TOWS Module BMG Strategy pages 200-261 Nespresso Video</p>

<p>Week #8 M 10.18 W.10.20</p>	<p>Topic: SWOT and SWOT Matrix Introduction From SWOT to TOWS To Strategic Alternatives SWOT, SWOT Matrix Exercise: Uncovering Strategic Alternatives (<i>in-class</i>) Strategic Profile Assignment Introduced</p> <p>Description: The course will focus now on the tools necessary to determine and analyze future strategic direction/alternatives and how to choose which have the highest chance of success. This will be done through case studies of companies covered in Understanding Michael Porter and other sources. Dell, Ikea, Southwest and other companies will be examined.</p> <p>Reading: <u>Understanding Porter</u>, 159- 210 How Kodak Squandered Every Single Digital Opportunity It Had</p> <p>Assignments/deadlines: Prepare SWOT Matrix/Alternatives Presentation</p> <p>***MID TERM BREAK No Class M 10.25 W 10.27***</p>
<p>Week #10 M 11.01 W 11.03</p>	<p>QUIZ #2 What Are Strategic Alternatives? Vertical and Horizontal Integration: Value Chain Part 2 Market Specific Strategies and Approaches</p> <p>Description: Various Strategic approaches will be examined including Vertical and Horizontal Integration. Strategy often depends on the market and this will be examined. What strategic choices are available to organizations.</p> <p>Reading: <u>Leading Strategic Change Chapters 1-4</u></p> <p>Assignments/deadlines: Activity Systems Map</p>
<p>Week #11 M 11.08 W 11.10</p>	<p>WORKSHOP STRATEGIC PROFILE</p> <p>Topic: TOWS</p> <p>Description: Having now built a base of Strategic knowledge students will work with more advanced models including the TOWS Matrix. One of the key aspects of Strategy today are the global implications and considerations for an organization.</p> <p>Reading: Samsung's road to global domination - Fortune Tech(<i>website</i>) Leading Strategic Change Chapters 4-8</p> <p>Assignments/deadlines: Prepare Activity Systems Presentation with Current and Proposed</p>
<p>Week #12 M 11.15</p>	<p>Topic: CONTINUE STRATEGIC PROFILE WORKSHOP: Activity Systems Maps</p> <p>Reading: <u>Leading Strategic Change Chapters 9-12</u> <u>Only the Paranoid Survive</u> pgs 1-120</p>

NO CLASS W 11.17, no make-up	Assignments/deadlines: <i>continue work on Strategic Profile</i>
Week #13 M 11.22 W 11.24	<p>Topic: Strategic Inflection Points Leading Strategic Change Presentation Review and Practice: Present Activity Map Porters 5 Tests Of Strategy How to Recognize Strategic Fit</p> <p>Description: The Importance and specifics of corporate culture for strategic leadership are examined from the perspective of managers. Discussion of final presentation and final exam</p> <p>Reading: <u>Leading Strategic Change</u> Chapters 9-12 <u>Only the Paranoid Survive</u> pgs 1-120</p> <p>Assignments/deadlines: <i>continue work on Strategic Profile</i></p>
Week #14 M 11.29 W 12.01	OPEN Workshop Prep for Final, Strategic Profile Paper
Week #15, 16 M 12.06 W 12.08 M 12.13 W 12.15	<p>No class 12.06 (covered by 2 2 hours exams)</p> <p>12. 08 Final Exam (2 hours)</p> <p>12.13, 12.15 Strategic Fit Presentations</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation and Preparedness, Attendance	42	10%	<p>Ongoing active participation in class is expected. Absence from class will affect the class contribution grade. Students must continually demonstrate a high level of preparedness and participation. Active involvement is expected for in-class case studies and projects. Disruptive behavior is not allowed in the classroom.</p> <p>Includes Activity Mapping Exercise and Business Model Exercise and Mission/Vision (together 5% of course grade)</p>	1,2,3

Strategic Profile	28	30%	Show a firm grasp of theoretical issues and how they apply to a real company and a real industry. The Strategic Profile involves 15 page "mini" SPD paper and presentation on the strategic profile of a company.	1,2,3
Mid-Term Exam	30	25%	All	1,2
2 Quizzes	20	10% (5% Each)	All	1,2
Final Exam	30	25%	All	
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Strategic Profile

The Strategic Profile Includes paper and presentation on the strategic profile of a company. *Complete and detailed description, guidelines and assessment guidelines are provided for students.*

Assessed area	Percentage
Content of memo, critical thinking and analysis	70%
Clarity and relevance of presentation	30%
Total	100

Assessment breakdown

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors **shall only** use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Document Naming: For any documents submitted electronically the file name must include the following:

Name of Assignment, Project or Presentation
 Course Number
 Your Last Name
 Example: **Starbucksmemo_MKT248_Smith.doc**

For all hard copies submitted **Student Name, Course# and Assignment** should be clearly visible on the first page.

Attendance

Attendance is required. Students who are absent 35 percent of classes will be failed (or administratively withdrawn from the course if most absences are excused). Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus.

COVID 19 UPDATE S21:

Attendance, i.e., **presence in class in real-time, is required.**

Students who are absent 35 percent of classes or more cannot complete the course. Those with a majority of unexcused absences will be failed; those with a majority of excused absences will be administratively withdrawn from the course. Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

- **Laptop computers and tablets** may NOT be used during class time unless approved by the lecturer. Unauthorized usage of said devices will result in a lowering of class participation grade by 5%
- **Mobile phones** should be on silent and placed on the floor or in bags. They may not be left on the desktop. No calling or texting during class meetings (wait until the break). Unauthorized usage of said devices will result in a lowering of class participation grade by 5%

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Quality of Written Assignments:

All written assignments including in-class quizzes, exams, exercises, assigned papers etc **must be written at an acceptable university level of quality**. This means students **must** proofread exams, assignments, papers etc. and make sure they are free of grammatical, spelling, sentence structure and other errors. Papers with a high level of errors of this type (meaning more than one per page) will be graded down substantially.

This means students **must take ownership of the works they submit**.

For students who need assistance with writing skills the school now offers the Academic Tutoring Center. Students who are unsure of their writing abilities should work with the writing lab **before assignments are due**. Most if not all assignments with a significant writing component are given with enough advance time for students to work with the lab **before submitting work**.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number

Prepared by and when: Mark Wiedorn January, 2021

Approved by and when:

Karel Kubias, Chair of Department of Management, July 7th 2021

Jan Vašenda, Dean, School of Business Administration, August 26th 2021