

Course Title: Strategic Management
Course Number: Bus 607
Credits: 3
Course Dates: Spring 2019

Instructor: Don Fritz
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Office Hours: Adjunct, by appointment
Phone: (C) 402-570-6800 (feel free to call or text)
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Text: *The Strategist: Be the Leader Your Business Needs*, Cynthia Montgomery, Harvard School of Business, 2012. ISBN: 978-0-06-207101-9
Additional Materials: None

Course Description: An exploration of the concepts of strategic management. This course focuses on the impact of organizational design, internal and external environments, organizational policy, strategic leadership, and strategic planning on the overall functioning of the organization. Participants will apply components of a strategic management process to lead change in organizations.

Program Outcomes:

- Graduates will analyze and apply prominent theories of leadership when addressing organizational issues and problems.
- Graduates will be able to communicate and critiques complex strategies, verbally and in writing.
- Graduates will reflect on their own skills and abilities as leaders and apply abilities personally and professionally.

Guiding Question: How do effective leaders develop and successfully implement a strategic management plan?

Course Outcomes:

- Demonstrate an understanding of the major components of the strategic management process.
- Demonstrate an understanding of the components of leading organizations in times of change.
- Analyze the integration of leadership and planning in the strategic management process
- Analyze personal strategic management leadership skills.
- Apply strategic management leadership skills to real-life situations.

Instructional Strategies: The following instructional strategies will be utilized to accomplish the course outcomes. Lecture (see course schedule for topics), small

and large group discussion, case studies and simulations, readings (e.g. article review and book review), videos (“Start with Why”; Franklin Covey – “8th Habit”), weekly assignments that are components of final strategic management plan.

Assignments:

Classroom Assignments/Activities – Numerous classroom-based assignments/activities will be expected. Classroom activities take two forms: 1) Part of the instructional process (e.g. case studies, processing of videos and text); and, 2) Sections of the Final Project.

Read Textbook – *The Strategist: Be the Leader Your Business Needs*, Cynthia Montgomery, Harvard School of Business, 2012.

One Article Review –

Review a current article from a major publication/journal on organizational leadership. Format – **Two Page Maximum**, double-spaced, typed. **Part I** is a brief summary of the major concepts in the article (1/3 of assignment); **Part II** is a discussion of the implications of at least one of the concepts in the article for your Target Organization (2/3s of assignment). The review can be submitted in either hard copy or electronically. **Due November 6, 2018**

One Book Review -

Review a current book of your choice (I have books you can borrow) on organizational leadership. I do not need to approve the Book. Format – **Two Page Maximum**, double-spaced, typed. **Part I** is a brief summary of the major concepts in the book (1/3 of the assignment); **Part II** is a discussion of the implications of at least one of the concepts in the book on your Target Organization (2/3s of the assignment). The review can be submitted in either hard copy or electronically. **Due November 27, 2018**

Strategic Management Plan

Using your Target Organization, develop a strategic management plan with the following components (these components will be explained in greater detail throughout the course):

I. Who Are We? Purpose, Mission, Values – An analysis of the organization’s purpose, mission, and/or core values (if they do not exist, please write what you think should be the purpose, mission, and/or core values – you may want to include others in the organization in the development of these). Address the following in the analysis: Identify a key concept? What are the implications of this concept in the day-to-day operation of the organization? What is the level of implementation of these concepts in the organization? As a leader in the organization, what practices might you keep and what practices might you implement?

II. Where Are We Now? Environmental Scan – Conduct a brief environmental scan of the organization with the following components: Internal Scan – An analysis of the organization’s culture; an analysis of at least two other internal descriptive data points; External Scan – An analysis of current external trends that will impact the organization; an analysis of challenges that will impact the organization; an analysis of opportunities that could impact the organization.

III. How Will We Get There? Strategic Goal – Using the information from the purpose, mission, and values analysis, and the environmental scan, identify themes of areas of focus for the organization. These may be areas of strength or challenges that the organization needs to address. Identify and write a goal and briefly describe why the goal was selected.

IV. How Will We Know When We Are There? Key Performance Indicators - Identify Key Performance Indicators (KPIs) for the goal and how the KPIs might be monitored.

V. How Will We Get There? Leadership Worksheet/Template – Complete the Leadership Worksheet or Template that outlines leadership considerations for the development of the Action Plan. **Action Plan** – Develop an Action Plan for one of the KPIs using the Action Plan Template. Be sure to integrate components from the Leadership Worksheet/Template and also address how the Plan will be monitored and adjusted as needed.

Format – Much of this Plan will be developed in class via a variety of classroom activities. The plan is to be presented in two ways: 1) A hard copy or an electronic copy of the plan; typed, double spaced; limited narrative – bulleted information is good; include necessary artifacts to support narrative; 2) A brief (five – ten minute) oral presentation of the major components of the Strategic Management Plan given to the class. Please include a single page summary of the major concepts in the Plan for distribution to the class. **Due December 11, 2018**

Note: Students may make modifications to the final project to make the assignment more relevant and to fit professional needs. Any modifications to the final project must be approved by the instructor.

Assessment of Student Performance: Student performance will be tied to the course outcomes and determined by the following criteria: 1) Successful completion of assignments and projects; and 2) Attendance and participation in all classroom activities. Grades of “A” or “B” will be determined by the quality and detail of the components of each assignment; any grade below a “B” will be considered an “incomplete” and the student will be given the opportunity to revise the assignment to meet the stated standards. There are three major graded projects; 1) Article Review – 25%; 2) Book Review – 25%; and, 3) Final Strategic Management Plan - 50% - that integrates weekly assignments as part of the

plan. The final Strategic Management Plan is the application of both strategic leadership skills and strategic planning skills to the student's work.

Grading Scale:

A+	97-100%	B+	87-89.9%	C+	77-79.9%	D+	67-69.9%
A	93-96.9%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
						F	Below 60%

Class Schedule of Topics:

This schedule may vary based on the needs and interests of the students.

Session I	– Overview of Course; Strategic Management; the Role of Purpose
Session II	– Artifacts of Purpose; Role of Mission, Vision, & Beliefs; Text, Chapters 1-4
Session III	– Turning Purpose into Reality; Organizational Culture; Role of Leadership' Text, Chapter 5
Session IV	– Environmental Scans; Information Analysis; Text, Chapter 6; Article Review Due
Session V	– Power of Relationships; Role of Knowledge; Text, Chapter 7
Session VI	– Goals, KPIs and Strategies; Text, Chapter 8; Book Review Due
Session VII	– Action Strategies and Plans
Session VII	– Strategic Management Plans, Leadership and Planning

Attendance Policy: Class attendance is part of the instructional process. Students gain great value from participating in classroom discussions, sharing of information and insights from other students, and from the instructor's classroom activities. While there is not a formal attendance policy, given that the course only meets eight times, students are expected to attend every class session. Missing one class – life happens; missing two classes – dicey; missing three classes – mostly impossible! Attendance issues will be handled on a case-by-case basis.

Study Time: Students should expect to spend approximately 12 hours a week preparing for and actively participating in this eight week, three credit course.

This actual time for study may vary depending on the student's background and experience.

Email and Internet - You must have an active Doane University e-mail account and access to the Internet. All instructor correspondence will be sent to your Doane University e-mail account. Please plan on checking your Doane Gmail account regularly for course related messages.

Submitting assignments: Students may submit assignments electronically or in class.

Communication Policy and Assignment Feedback: The instructor will respond to emails and texts within 24 hours. All assignments will be assessed and returned within one week.

Late or Missed Assignments - All assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due and provides an opportunity for the student to submit an assignment late, points may be taken off for a late assignment.

Academic Integrity - Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is manifested in various measures. Gehring, et al, (1986) suggests that four categories of academic dishonesty exist¹:

- a. Cheating
- b. Fabrication
- c. Facilitating academic dishonesty
- d. Plagiarism

For more information on academic integrity, please visit the website:

<http://catalog.doane.edu/content.php?catoid=4&navoid=191>

Accessibility Statement:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all Doane University regarding disability policies, procedures, and accommodations.

Doane University Access/Services for Students with Disabilities:

<http://www.doane.edu/disability-services>

Academic Support:

<http://www.doane.edu/graduate-and-adult/academic-support>

Grade Appeal Process:

<http://catlog.doane.edu/content.php?catoid=5&navoid=238>

Student Services:

<http://www.doane.edu/gps/student-services>

Student Conduct Statement: Students are required to adhere to the behavior standards listed in Doane University Policy Manual. Additionally, appropriate classroom behavior is also defined by the instructor. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Anti-Harassment Policy:

<http://catalog.doane.edu/content.php?catoid=5&navoid=452>

Military Services:

<https://www.doane.edu/graduate-and-adult/military>

Instructional Technology Accessibility and Privacy Policies:

<http://www.doane.edu/instructional-design-services/policies>

Credit Hour Definition: Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g. eight week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, hybrid courses (combination of in-person and online). It also applies to internships, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.

Syllabus Disclaimer:

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face or via email. **Please remember to check your Doane University email often.**

Instructor Biography:

Don Fritz, Ph.D., co-founder of The FGR Group, is a change consultant

with over twenty-six years of experience working with public and private organizations that are leading change. Additionally, Don has worked as a Classroom Teacher, Director of Professional Development, Administrator, and a National Trainer/Facilitator in the areas of organizational planning, effective educational practices, facilitation training, and program evaluation.