The University of Manitoba
I. H. Asper School of Business
Department of Business Administration
Winter 2018
COURSE OUTLINE
GMGT 4010 - ADMINISTRATIVE POLICY

Instructor: Dr. Victor Cui
Office: 422 Drake Centre
Office Hour: Class days 11:15-12:15
Email: Victor.Cui@umanitoba.ca

A01: T / 8:30-11:15, TIER 403
A02: T / 2:30-5:15, TIER 313
Phone: 474-8058

PRE-REQUISITES

Prior to being admitted to GMGT 4010, students must be in Year 4, in the final term prior to graduation in the Asper School and have successfully completed (with a minimum grade of (D) in each course) all 30 credit hours of courses specified in Year 2 of the 4-Year Program.

Prerequisite or Concurrent Requirement: all remaining core courses specified in Year 3 and 4 of the 4-Year Program (with a minimum grade of (D) in each course).

If you do not meet the above-mentioned conditions, contact the Undergraduate Programs Office immediately, otherwise you may be dropped from the course at any time without notice, even if you attend classes regularly.

If you do meet these conditions, welcome to the world of Administrative Policy!

REQUIRED MATERIALS

There are two parts to the course materials: (a) The textbook: Strategic Management Theory by Hill, Schilling, and Jones, 10th or later edition, Cengage Learning (softcover). The use of previous editions of the book is not recommended. (b) The course package: a set of readings and a case package. The case package will be available from the Ivey Case Publishing. Further details for purchasing the case package will be available at the UM Learn website of the course.

The class schedule and other readings will be available at the UM Learn website.

THE COURSE

This capstone course allows students to integrate the knowledge that they have acquired about the functioning of complex organizations. It was introduced for the students to view the organization as a whole and to understand how different "pieces of the (organizational) puzzle" fit together. In other words, the attempt is to see how different internal and external systems and processes work
together to determine the success/failure of an organization. The course helps enhance the participants' strategic thinking and analytical skills that can be applied at the individual (e.g., for career choice) and organizational levels. If you are interested in why some organizations succeed while others fail, this course will be valuable to you.

The course is organized in four modules:

1. **Introduction to Strategic Management** and skill building in case analysis;

2. **The Nature of Competitive Advantage** to comprehend how strategic managers conduct their external and internal assessment;

3. **Strategies** to distinguish strategies at different levels such as corporate-level, business-level and functional-level;

4. **Implementing Strategy** to match strategy, structure, control, and reward systems.

The perspective throughout the course is that of the general manager with responsibility for all aspects of an organization.

**COURSE OBJECTIVES**

a. To understand the concepts of strategic management and to develop a general manager’s point of view, fully understanding the significant implications of strategic decisions on the organization.

b. To develop an appreciation of how knowledge from a variety of disciplines, such as accounting, finance, economics, information systems, management, marketing, organizational behaviour, production, quantitative methods and others, contribute to strategy formulation and implementation, and to bring the knowledge from these areas gained from previous courses to bear on strategic challenges.

c. To develop attitudes important to strategic management, including emphasis on organizational survival and growth in the long run, alertness to and energetic pursuit of opportunities, an orientation towards creativity and innovation, as well as care for all stakeholders in society.

d. To improve a variety of skills relevant for the practice of strategic management, including strategic thinking and analytical skills as well as oral and written communication skills.

**COURSE FORMAT**

1) Textbook chapters (sometimes with additional readings) and cases will come approximately in turn every week. The chapters will provide basic concepts and
framework that you will need to apply in case analysis. Surprise quizzes on chapters may be given at the beginning of a class.

2) It is the students’ responsibility to read the chapters in advance and be ready to answer questions and apply to varied situations. All students are expected to read the assigned cases thoroughly before coming to the class and be ready to participate in the discussions of the cases. The discussion may take various forms such as group presentation, class wide discussion, and debate, etc.

3) The instructor’s primary role is to coordinate the class discussions and facilitate the exchange of ideas and insights from students, not to give lectures on book chapters or any cases. It is the students’ responsibility to express their willingness to participate in, thus contribute to class discussion by raising their hands.

4) The instructor may give various assignments, individual or group-based, at different points during the term. Your performance for these assignments will be evaluated towards your class contribution.

STUDENT RESPONSIBILITIES

1. Students should bring their name plates every time they come to the class and place the plates in front of them.

2. Students are expected to find their preferred seats in the first two classes and take the same seats throughout the semester. The instructor will make a photograph of the class seating plan.

3. Students are expected to be ready and willing to discuss both the assigned cases and the related book chapter(s) / reading(s) for every class as listed on the Class Schedule (attached in the end). This may imply three to four hours of preparation before the class. Clear signal of under-preparation may be punished.

4. Students are expected to attend classes regularly and on time. They are responsible for all course-related announcements. The instructor often sends out important announcements by emails, so all students need to register a valid email address in Aurora and check that email frequently.

5. Students are required to form study teams. The list of team members must be submitted on the form supplied (see attached MULTIFUNCTIONAL TEAM SHEET). Each team must have members from different majors such as accounting, finance, economics, information systems, management, marketing, organizational behaviour, production, quantitative methods, etc.
PERFORMANCE EVALUATION

Final grades for Administrative Policy will be based on four components: a hand-in group assignment, mid-term individual written analysis of a case, class contribution in the discussions of readings and cases (including quizzes and group presentations), and a final multifunctional team written analysis of a case. The weighting of these five components is shown below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Case Assignment (short case report)</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Take-home Midterm Case</td>
<td>40%</td>
</tr>
<tr>
<td>Individual Class Contribution</td>
<td>25%</td>
</tr>
<tr>
<td>Group Take-home Final Case</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

HAND-IN GROUP CASE ASSIGNMENT

The hand-in assignment is a team assignment. Students are expected to discuss this group assignment only with their team members. This assignment is intended to give you an opportunity to practice the skills needed for your mid-term exam. Use this opportunity to brush up on your financial analysis skills if this is not a strong area for you.

INDIVIDUAL MIDTERM CASE

Availability
The mid-term individual written case analysis assignment will be available in the class on the date indicated on the Class Schedule. Additional exam instructions will be given at that time.

Strictly Individual Basis for the Mid-term Individual Written Case Analysis

Unlike the preparation for the in-class case discussions, this assignment is a strictly individual exercise, intended to assess your individual ability to analyze a case and present your thoughts clearly and professionally. Discussion of the exam with anyone else is not permitted. Each student’s written case report, including all attachments and exhibits, must be strictly the work of the individual student, in both content and form. Any instance in which a student’s written analysis contains sections of text or attachments essentially identical in content and/or form to that of another student’s report, will be considered a breach of academic integrity on the part of both students.

FINAL TEAM PROJECT

This assignment will be available in the class on the date indicated in the Class Schedule. Additional instructions on the exam will be given at that time. Any questions about this assignment should be raised in one of the last class meetings, so that any information provided is
available to all students. The instructor will not normally take questions about the case outside of those classes.

**DEADLINE**

The Mid-term exam case report will be due at the beginning of the class on the due date. The final exam case report is due at the date specified on the class schedule. Any late reports should be submitted via Room 428 Drake Centre. The departmental secretary will record the time at which she receives them. Papers are NOT to be submitted by sliding them under the door to your instructor’s office or left on the secretary’s desk when the secretary is not there.

Late submissions, including those delayed by computer-related difficulties, will be penalized ten percentage points for every 24 hour period, or portion thereof late. **Exam Paper will not be accepted after 48 hours.** Exceptional circumstances which might jeopardize your ability to meet this deadline must be brought to your instructor’s attention prior to the due date, or else they cannot be considered as grounds for exemption from this late penalty. If you are involved in any co-curricular activities (e.g., case competitions at another university), you can complete and submit the paper prior to the deadline.

**CLASS CONTRIBUTION**

The grade for a student’s class contribution will be based on three factors: the number of the student’s participation in class discussions, the quality of his/her participation, and the student’s professionalism and attitude in the class. After the first week of the semester, two students in each class session will serve as student recorders who help the instructor take notes of students’ class contributions and keep a record of student attendance.

In each class, you may earn up to four “marks” credit towards your class contribution. Your contribution must demonstrate that you have a thorough grasp of the case information, and that you have considered at least the issues raised in the accompanying readings. Participation in small group discussion, experiential exercises, electronic contribution, writing on the board, etc. will earn less credit as compared to expressing your ideas to all students in the class where they have a chance to respond to your comments more directly. Some guiding rules of evaluating your contribution may include:

1. Factual contributions that help organize basic information into useful format for analysis will earn one “mark”.
2. To earn two “marks” for a case discussion, you must synthesize basic facts, such as connecting two or more pieces of information, or conducting some quantitative analysis, to draw a sound conclusion.
3. To earn three “marks”, your contribution must demonstrate real insight into the key issues of the case, and/or recommend detailed, well-supported actions to address the strategic challenges involved.
(4) Exceptional contributions with respect to high quality and quantity of comments will be given four “marks”.

Note: You will have the opportunity to earn additional contribution marks in three classes (see the class schedule below). In each of these classes, three spots will be made available for students to make short presentations (10 min), applying what we will learn to analyzing your family businesses or your workplaces. Students who present will automatically earn a full mark for that particular class; those who present in all three classes will earn a full mark for class contribution, depending on the quality of presentation. Presentations will be voluntary, but should you wish to present, you are advised to inform the instructor as early as possible to book your space, as competition for those limited spots is expected to be fierce.

In addition, as part of class contribution, each student is required to take the Core Business Knowledge test. This test is part of the Association for Advancement of Collegiate Schools of Business’ (AACSB) Assurance of Learning for the purpose of accreditation of the B.Comm. (Hons.) degree program at the Asper School of Business. The test will be arranged by the Dean’s office outside of class time. Students will be informed of the times for the test. Students will be awarded 5 points based on their performance in the test, with a minimum of 2 points (out of 5 points) awarded to each student for completing the test. For example, if a student received 80% score on the Core Business Knowledge test, 4 points (= 0.80 × 5) will be added to her class contribution points.

The instructor may discount a student’s contribution credit because of his/her missing classes, coming late or leaving early, apparent lack of participation in group activities, etc. A student may also lose contribution credit if he/she proves to be insufficiently prepared for the class, or makes comments that are obviously flippant or clearly out of line of a discussion. Any instance of a student who coordinates with another student to unfairly increase his/her class contribution points will be considered an extremely serious breach of academic integrity and will be forwarded to the Dean’s office.

Please note that there is no contribution credit for simply being present in the class. Even with perfect attendance, individuals who do not participate at all during class discussions will receive a grade of zero for class contribution.

LEARNING STYLES AND METHODS

Learning Styles: Different students have different learning styles. Some students learn better by explaining ideas to others (expression) while others learn better by concentrating within themselves (reflection). We will try to use multiple learning methods that help different students learn better, such as discussions, debates, small group interactions, short presentations, audio-visual aids, etc. If you are shy or would prefer to speak after you have thoroughly thought about a topic, please let me know how I can facilitate your class contribution.
APPENDIX

The Administration of Administrative Policy

“Prof-Online” protocol

If you have any question at any time, please feel free to contact me by E-mail at Victor.Cui@ad.umanitoba.ca, making sure that you indentify yourself clearly in the message by indicating your name and section number. I will be glad to answer your questions at the earliest that I can. You are also expected to visit the U of M E2L to download any course related materials such as slides and supplementary readings.

Meeting protocol

Please feel free to talk with me after the class if you have any questions. If you would like to arrange a meeting with me, you are welcome to do so during my office hours.

Attending classes: Think of our class as our business meeting!

Important note: Any student missing more than four classes, each of 75 minutes duration (due to any reason, including medical) will likely receive a failing grade (F) in class contribution, which will make it very challenging for the student to obtain a passing grade for this course. Any student missing 10 or more classes, each of 75 minutes duration (due to any reason, including medical) will receive a failing grade (F) for this course. Keep in mind that simply being in class for a short time and signing an attendance sheet does not satisfy the requirements of attending a class. Attending a class requires a student to be present and involved in the class activities for the entire duration of the class.

A student who misses a class is responsible for getting notes from other students and making him/herself aware of announcements made, handouts delivered, or any other activities conducted in the class. In order to obtain an excused absence, the student must follow the instructions provided by the Medical Absenteeism Form. Keep in mind that rush periods at your workplace or exams in this or another course are not valid reasons for absences. Further, class dependent activities such as class contribution and quizzes cannot be made up outside of classes or at a later date. A student who cannot meet these expectations may be asked to withdraw from the course or may be dropped from the course.

Please also make sure that you switch off all electronic gadgets (cellular phones, video-games, PDAs, email systems, etc.) before entering the classroom. If you are using a laptop in the classroom, your focus should be on class activities only. A student who cannot meet these expectations may be asked to leave the classroom, withdraw from the course, or may be dropped from the course.
**Academic Integrity**

It is critical to the reputation of the Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates the trust that the faculty has in you. The University of Manitoba’s rules can be found in the General Calendar, under "General Academic Regulations and Policy." The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing test prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved

**Group Projects and Group Work**

Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, all group members are accountable unless the violation can be attributed to a specific individual(s). In the Asper School of Business, all suspected cases of academic dishonesty are passed to the Dean's office in order to ensure consistency of treatment.
University Email Policy

**Effective September 1, 2013,** the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your U of M email account. Remember to include your full name, student number and faculty in all correspondence. For more information visit: [http://umanitoba.ca/registrar/e-mail_policy](http://umanitoba.ca/registrar/e-mail_policy)

**Unclaimed Assignments**

Pursuant to the FIPPA Review Committee’s approved recommendations as of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.
AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td>☑ Quantitative analysis in case assignments</td>
<td></td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>☑ Case discussions</td>
<td></td>
</tr>
<tr>
<td>2 Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>☑ Written case assignments</td>
<td></td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>☑ Written case assignments</td>
<td></td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>☑ Written case assignments</td>
<td></td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>☑ Chapter 11 and case discussions</td>
<td></td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>☑ Chapter 11 and case discussions</td>
<td></td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>☑ Chapter 11 and case discussions</td>
<td></td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>☑ Chapter 11 and case discussions</td>
<td></td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td>☑ Entire course and the test</td>
<td></td>
</tr>
</tbody>
</table>
Please write your

NAME  MAJOR  EMAIL ADDRESS  PHONE NUMBER

1.  

2.  

3.  

4.  

* Contact person for this team

Please note that for administrative reasons, all members of a study group must be in the same section. We’ll decide the number of students per team close to the add/drop date. In addition, the membership of the team is not final until approved by the instructor. Members of a family are discouraged to be members of the same team.

In the interest of achieving an effective and enjoyable multifunctional team for this course, please be sure to discuss the following issues with your colleagues before finalizing your team:

1. What is your motivation for taking this course, and how hard do you want to work at it? Are you striving to do as well as possible, or simply taking this course as a program requirement, or for personal enrichment?
2. When is it convenient for you to meet, and how flexible is your schedule in that respect?
3. How serious are you about completing this course? If there is a possibility that you might withdraw at some point, it is important to be frank with your potential group members on this point, so that a team does not suddenly find itself short-staffed later in the term.
4. What are your strengths and weaknesses? What are your distinctive competencies? In other words, what do you bring to the team that will add value to the team’s work such as case analysis and writing?