



GMGT 7010 (A01) (3.0 CH)
BUSINESS POLICY SEMINAR
Summer 2010

INSTRUCTOR

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COURSE DESCRIPTION

This course entails the study of general management. Students shall integrate the concepts from the various functional areas of the organization covered in the program with the different environments: social, political, economic and technological. Students will analyze general management problems, shall formulate policies, and display ability to implement policies. Must be taken in final term in the program.

COURSE OBJECTIVES

Some people are so good at learning the tricks of the trade that they never get to learn the trade.
Sam Levenson 1911-1980; American teacher and comedian

You may refer to Bloom's hierarchy of learning objectives in education: knowledge, comprehension, application, analysis, synthesis, and assessment. The expected learning outcomes of the course are as follows:

- *Knowledge and comprehension.* People over centuries have been involved in making sense of the problems of strategic management. Even though the past knowledge may not provide readymade solutions to current and future problems, we can only neglect previous knowledge at our own peril. The past is prologue! The goal is to provide students with rigorous and relevant concepts and their relationships in order to understand the past, the present, and the future of strategic management practice in organizations. The objective is to gain insights through assessment of multiple, competing, and conflicting theories and schools of thought as well as their assumptions and boundary conditions.
- *Skills.* Knowledge is good to have; however, it is more important to be able to use what you know. Students are expected to develop their abilities to identify, analyze, synthesize, and assess critical strategic management issues. These may involve capabilities to go beyond events and patterns to the systemic issues, their relationships with one another, consider alternative courses of actions, formulate strategies, negotiate solutions, and implement and improvise them. In addition to the usual requirements of cognitive intelligence, hard work, and perseverance, executives need skills for emotional intelligence to face failures and handle successes, to learn from their varied experiences, and to evolve themselves and their strategic management over time.

- *Perspective.* What you see depends on where you sit or stand! Hence, students are expected to practice a critical and creative view, where they have an open and sophisticated mindset to deal with complex problems with profound simplicity rather than with naïve simplicity.
- *Values.* Finally, and most importantly, there is a significant role of values in strategic management theory and practice. As you know, an M.B.A. is the highest degree of education that most managers get. Therefore, M.B.A. holders are expected to be the best professional managers not only in terms of their competence but also in terms of values.

COURSE ASSESSMENT

Reading makes a learned (wo)man, conversation a ready (wo)man, writing a precise (wo)man.
 John Locke 1632-1704; English philosopher

Student progress in the course will be assessed based on four components: individual performance on reflection papers/write-ups; class contribution in the discussion of readings and cases, an individual comprehensive final examination, and a multifunctional team project (see Exhibit 1). The weighting of these components in the determination of the final grade may be set on an individual basis by each student through an Evaluation Contract, a sample of which is attached to this outline (see Exhibit 2). *This Evaluation Contract must be signed and submitted by the class meeting as per the Class Schedule (second class), and may not be altered once submitted.*

The objective of the Evaluation Contract is to give each student the opportunity to demonstrate understanding of the course material in the manner in which he or she feels most capable to do so. *For those who fail to submit their signed evaluation contract by the due date, the following weights will apply:*

Individual Reflection Papers/Write-ups	15%
Individual Class Contribution	10%
Individual Comprehensive Final Exam	35%
Multifunctional Team Project	40%

Further details on each of the components are given later in this course outline.

Final grades will be assigned as follows:

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Outstanding
80-89.9	A	4.0	Excellent
75-79.9	B+	3.5	Very Good
70-74.9	B	3.0	Good
65-69.9	C+	2.5	Satisfactory
60-64.9	C	2.0	Unsatisfactory
50-59.9	D	1.0	Unsatisfactory
Below 50	F	0.0	Unsatisfactory

COURSE CONDUCT

Why do some organizations succeed and others fail? This course will challenge you to answer this question in the current business environments (Think of the global meltdown of the markets and companies last year!). Obviously, companies may develop a strategic edge because of their planning, positioning, resources and capabilities, culture, ethics, patterns, cognition (perspective), learning, evolution, or even chance. However, what is most important is the “coming together” of all of these and other factors, however small and inconsequential they may seem at the outset. As you may know, this is the capstone course that integrates all functional areas and constitutes the comprehensive examination for the M.B.A. program.

This course was introduced for M.B.A. students to view the organization as a whole and to understand how different functional areas work together to determine the success/failure of an organization. The course helps enhance the participants' strategic thinking and analysis skills that can be applied at the individual (e.g., for career choice) and/or organizational levels.

The course is organized in the form of ten strategic management classes and the related cases and simulation. The format of the course is based on two core principles:

a) *Integration of theory and cases is essential because understanding both practice and theory, and acquiring the skill to apply one to the other, is fundamental to strategic management.* Hence, classes will not be used to simply review theory, which is in the book and the readings (this is the student's individual responsibility), but will be employed for case discussion and simulation. This discussion should, however, be guided by insights gained in the 'theoretical' readings and should lead to conclusions about the applicability of theoretical concepts in certain practical situations, including the simulation.

b) *The course is not the sole contribution (or production) of the instructor. Students bring a variety of valuable, rare and inimitable resources and are explicitly recognized as co-contributors or co-producers of the experience of this course.* Anytime either of us is not fully prepared is likely to contribute to lowering the quality of this experience. In order to utilize the limited amount of class time as well as possible, it is expected that students will have read the assigned chapters and readings and have prepared the cases and simulation prior to each session. The quality of your preparation and class input will be reflected in your grade. Class attendance is expected and absence from classes will have a negative effect on your participation grade. In fact, my past experience has shown that since almost all students are extremely regular in their class attendance and contribution, anyone who even misses one class is likely to experience a large negative effect on their class contribution. As you know, one can't learn swimming without getting into the water and getting wet. Similarly, one can't learn by merely observing others from the sidelines. Therefore, take the plunge and get involved in the class!

COURSE MATERIALS

There are three parts to the course materials. (a) The textbook is Strategic Management Theory: An Integrated Approach by Hill and Jones, 9th edition, Houghton Mifflin, 2010 (softcover) (7th and 8th editions are also acceptable). (b) There is a set of bound readings and cases for the course. All students are expected to purchase a text-book and the original course package, available through the University of Manitoba Bookstore. (c) There is a business simulation, available from the following website: www.capsim.com

Each student is required to register for the simulation on this website. Further details are given later in this course outline. Please get the materials from the bookstore and the simulation website at the earliest so you are prepared for class 1 (Details for class 1 are given later in this course outline; details for other classes will be given in a separate file).

STUDENT RESPONSIBILITIES

1. This course will require three to four hours of advance preparation for each class. In preparation for class discussion, you should raise questions about the issues addressed in the readings and answer them. This may entail identifying 2-3 key strategic issues related to the case. Then, you should generate alternative solutions and recommend management action, noting the pros and cons of the solution, its implementation, and expected outcomes. Be prepared to justify your recommended solution both from a theoretical and from a business perspective using criteria you selected. See General Case Analysis Guidelines given in the course package. Be prepared for every class by reading the chapter, articles, cases, etc., viewing Internet video, completing the simulation exercise, integrating them and answering questions. Since I may call on individuals whose hands are not raised, you should let me know before the start of the class if some emergency has made it impossible for you to be prepared adequately for that class.
2. Students are expected to attend class regularly and be responsible for any course-related announcements that may be made in class, even if not present for the particular session in which the announcement is made.
3. Please use business writing for all assignments and exams. We encourage the use of full sentences and discourage the use of bullet points.

ACADEMIC REGULATIONS

Students are encouraged to contact Disability Services at 474-6213 or the instructor should special arrangements need to be made to meet course requirements.

PERFORMANCE ASSESSMENT

As mentioned above, final grades in the course will be based on four components: reflection papers/write-ups; class contribution, comprehensive final examination, and a multifunctional team project.

Individual Reflection Papers/Write Ups

Each student is required to submit three reflection papers/write-ups. In addition, the instructor may assign more write-ups at any time for completion during or outside of class. The write-up/reflection paper is expected to be 1-2 pages long, written in double space using 12 point font Times New Roman. These specifications are provided so we can avoid what I have seen a few students use in the past: 11 point font, 1.5 spacing, narrow fonts, narrower margins, and other clever tricks to fit maximum text (A word to the wise: Since I am aware of these, they don't help!).

Two of these three reflection papers may be submitted at any of the classes from 2-8 (see below for the third one—book chapter reflection paper). Please spread out the reflection papers so that you do not submit more than one reflection paper to any one class (I have seen in the past when a student submits more than one, the quality goes down and the student's grade suffers). The reflection paper should relate to the topic of the class. Submit a soft copy of the paper to the instructor (by email) 24 hours before the class and a hard copy at the beginning of the class. Please do not write student number in the reflection paper or in the file name, as I would like to share the reflection papers with other students so they can learn from your ideas (If you do not want me to share it with other students, please let me know). It will be helpful if you can use a short and appealing title that summarizes the main idea (e.g., Opportunity in the eyes of the beholder). Please use the file name as follows: Jane-Doe-RP1-Class3. Be sure to bring a hard copy for yourself and for me and discuss the issues in the class.

As mentioned earlier, one needs to understand theory for applying it to cases. Therefore, make sure that you go through the readings/cases and reflect on the important issues. After you have gone through all the materials for the class, synthesize them into a few most critical points rather than summarizing 1-2 points from each article separately. You may also bring in relevant points or specific examples from other situations (your experience, practices in your organization, newspapers, business press, etc.) as well to illustrate your critical points. This way you can have generative learning—linking your prior knowledge and the new knowledge—so it becomes part of your mental model and helps you advance your strategic thinking, perspective, and skills. ***Rather than express many disparate ideas in the reflection paper, it will be best if you can integrate two important points in one coherent theme and illustrate it with preferably one interesting, vivid example from your work-experience or business press that may have high likelihood of sticking in students' minds.***

These papers will examine your preparation and learning for the class. These may address issues from the chapters, readings and cases or may combine them in any way. There will be a minimum of 10% weight for the reflection papers/write-ups. The purpose of these papers is to prepare you for writing the final exam. That is why they are structured as a regular part of the class work. The point is to reward students who are prepared for the classes as we go through the semester. Please feel free to ask if you have any further questions.

Book Chapter Reflection Paper. We have selected two books (Blue Ocean Strategy and the Tipping Point) for the course this semester. Each student will be expected to familiarize himself/herself with one of the books in general, read 1-2 of its chapters, and submit a reflection paper. Each student will also participate in a panel discussion on the book report on the day (it will be given in the detailed class schedule). The report will not only discuss the strengths and weaknesses of the book/chapter, but also its assumptions and the boundary conditions of the application of its ideas (where they may apply and where they may not apply). It is also expected that you will relate the ideas in the book with ideas from the other readings/cases in the course to provide a synthesis.

Individual Class Contribution

Class contribution is integral to a case method course. Every student brings a different combination of expertise and experience to bear on each case, so students are expected not only to learn from the experience of taking the course, but to contribute to the learning experience of others in it as well. Therefore class contribution must be at minimum a 5% factor in each student's overall performance evaluation.

The grade for class contribution will be a composite of the instructor's evaluation of contribution. It may include classmates' collective opinion on the contributions of each individual, derived from peer reporters. Please keep in mind that the quality of class contribution is more important than the quantity. The instructor may discount a student's contribution grade because of missed classes, coming late or leaving early, or other such reasons. Any instance of a student who is involved in coordination with anybody else to unfairly increase his/her class contribution grade will be considered an extremely serious breach of academic integrity and will be forwarded to the Dean's office.

Further details of the class contribution aspect of performance evaluation are provided on the reverse of (or next to) the sample Evaluation Contract. As you know, attending classes is *necessary but not sufficient* to succeed in school. Therefore, *students should be aware from the outset that although regular and punctual attendance is expected, there is no contribution credit given for simply being present in class.* Even with perfect attendance, individuals who do not participate at all during class will receive a contribution grade of zero!

As you know, participation in a group is a subtle issue where one has to balance many things. First and foremost, it is important to present your ideas with honesty, authenticity and integrity. One should not shy away from honest differences and debate. In fact, such differences and involvement in a debate with opposite points of view are the hall-mark of a good discussion and lead to better understanding for all involved. At the same time, it is important to practice respect, tolerance, patience, and good judgment. It is a good habit to think about your ideas and formulate some comments before going to class. Then, voice your comments and encourage and *wait for others to get a chance to participate. After actively listening to others, come back for further comments after some time rather than try to dominate the discussion.* Keep in mind that comments should advance the discussion rather than beat the dead-horses. I encourage you to read and bring issues and articles of current interest (e.g., from Business Week, Fortune, Wall Street Journal, etc.). Prepare a 5-line summary of the article and bring and share it with class. Be sure to give a copy of the article and your summary to the instructor. Be prepared to answer questions on it from the instructor as well as other students. Another way to contribute to the class is by sharing podium with the instructor in orchestrating the class discussion. Make sure you have thoroughly prepared the readings and the case. Please feel free to talk to me about these activities of class contribution.

Since you are (or have been) a practicing manager, you know the significance of business meetings. Therefore, think of the class as (y)our business meeting. It is important to prepare in advance and show up but you don't get the contract just by being prepared and showing up! You need to make a good presentation too!

One way to do well in class contribution is to come up with key ideas in advance, write them and bring them to class. The key ideas integrate cases with associated chapters and readings. The objective of these is to hone your technique in strategic analysis, in preparation for developing a strategy recommendation for the written analysis of case assignments. This should present your *unique* idea linking the reading(s) and the case designated for discussion in that class. *The purpose is not to provide a summary of the case: rather it is for you to highlight the key idea that you want to contribute to the class after you have considered all aspects and have thought through the case and the related chapter(s) / reading(s).* Try to bring your valuable, rare and novel idea that reveals your deep understanding and/or brings a new perspective to the issue at hand. *The key idea does not have to be an overall idea of the chapters/readings/cases.* We are looking for "gems," "pearls," or "nuggets." However, if your overall idea

looks like a “gem,” it is fine. As mentioned above, the key ideas should integrate concepts from the chapters/readings and cases. You should feel free to bring in any ideas from your personal life or work experience, if it reinforces what you are trying to say by integrating the chapters/readings and the case.

The objective of the key idea is to bring one *integrated* idea. It represents *the single most significant contribution you wish to bring to the class discussion*. The point is to focus your reading and to stimulate your thoughts for class. This is the time to show your strength of thinking with some short, crisp, and powerful ideas! People generally read and retain material better when they comment on it.

The instructor may ask students to write answers to questions such as: (a) What was the most important point that you learned when preparing for this class; (b) What was the most important point that you learned during the class, and who contributed to your learning this point? (c) What was the most important point that you contributed in the class today? You should be prepared to answer these questions by writing in about five lines of text.

Individual Comprehensive Final Examination

This written examination will be held on the date indicated in the Class Schedule. These materials will include specific instructions and the basis for evaluation of the reports. The final exam will consist of a long case (about 15-20 pages) with a small number of questions. The students will be expected to read the case (during the exam) and then answer the questions. The case will not be provided before the exam. These questions/issues will require students to be able to apply their knowledge of theoretical concepts to the practical case situation. This exam requires deep understanding of the strategy concepts and extensive practice in the application of theory to a business situation. *The best preparation for the exam is mastering materials for each class well in time before class, writing reflection papers and simulation assignments, and actively participating in class.*

Strictly Individual Basis for the Comprehensive Final Examination

Unlike the preparation for the in-class case discussions, this examination is a strictly individual exercise, intended to assess your personal abilities in the subject, not the collective abilities of your study team. No discussion of the exam is permitted with anyone else, and each student may be asked to submit a signed declaration in specified format to that effect with his or her completed exam report. Each student’s written 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.

We understand that strategic management in practice, and learning in the study of Business Policy and Strategy is enhanced by group discussion. But, it is important for individuals to prepare themselves before the group can be effective. Therefore, the written analysis of the other assignment (see below) will be conducted in the team, where individuals can bring together knowledge from their perspectives/favourite areas, formulate different alternatives, and recommend one solution by going through the process of negotiation, bargaining, and compromise.

Multifunctional Team Projects

Working with other people is fundamental to business, and to the practice of Business Policy and Strategy. Therefore, as mentioned above, all students in this section will be required to form MULTIFUNCTIONAL (i.e., consisting of different major areas) study teams for the following purposes (Each team is expected to have team members who have diverse major areas. 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:

1. Meetings prior to class to review individual preparation and discuss the chapters, readings and cases informally. This will be a tremendous benefit to the subsequent learning experience in class. Each member should make himself/herself available to meet with the team prior to class. The teams may decide on the rules and incentives for participation of their members.
2. **The Simulation Project.** This project involves preparing and running a simulated company in the class. You will access the simulation on the website (see below) and register yourself as a student. This project involves written reports, running the simulated company, interpreting and presenting results, and peer evaluations. Each member of the team is required to participate in this exercise. The materials you access at the simulation website will give you further information. However, please feel free to contact me if you have any further questions.

TO DO CHECKLIST-

BEGIN NOW SO YOU ARE FAMILIAR WITH THE SIMULATION BEFORE THE CLASSES START

Register for the simulation.

1. Log onto www.capsim.com
2. Left side, click the "New Students – Click here"
3. Read the welcome message, then click "I Agree"
4. Enter the simulation ID number you have been assigned to – **C36562**
5. Enter all the required fields
6. At the last page, you will need to pay about \$43.99 US dollars using your credit card. All students are required to have their own account.

Homework

1. Log into you capsim account from our main homepage, www.capsim.com
2. Click the Capstone® Logo
3. On the left menu, click on the "Getting Started" menu option
4. To the right of the left menu, go through the following tabs:
 - **View Introductory Lesson** – Click "Sound" (if you have speakers) or "Silent" (if no speakers). Watch the 15 minute video. There is a quiz at the end that you must also do.
 - **The Guide** – you will need to read through the rules of this virtual world. Use this as a reference guide as you go through the simulation. Download an electronic version (PDF) to your computer from this tab.

- **Complete the Rehearsal Simulation** - Read and do the instructions for the Rehearsal Simulation. You must complete the first 4 rounds of the Rehearsal Simulation. There is no higher limit to how many rounds of rehearsal you can play. **YOU MUST DOWNLOAD THE FILE CAPSTONE®.XLS BEFORE YOU CAN START THE REHEARSAL SIMULATION.**

Support for the Simulation

Please contact support if you have any problems with the simulation, technical or business related. But remember, support is for information, not for help doing your work. Send your questions by clicking the “Help” and “Contact MSI Support” link from the left menu of your Capsim account. Please provide 24 hour response time but usually respond a lot quicker. You can also email support at support@capsim.com if you are having trouble getting into your www.capsim.com account.

Deadlines

We will run several rounds of simulation. The simulation is interactive, which means a company’s results are influenced by other companies’ decisions. All teams must submit their decisions by the deadlines so we can run the simulation. All assignments must be submitted by the deadlines in the format provided. Submissions that are late and/or violate format specifications may be penalized.

Exceptional circumstances which might jeopardize your ability to meet deadlines must be brought to your instructor’s attention prior to the due date, or else they cannot be considered as grounds for exemption from late penalty. If you are involved in any co-curricular activities (e.g., case competitions at another university), you will need to negotiate your contribution with your team members. The teams may complete and submit their decisions or assignments prior to the deadline.

The department does not accept any responsibility for potential loss of papers during handling (although this has almost never happened). Nevertheless, to protect against this theoretical possibility, all students are *required* to keep a hard copy and a soft copy of their decisions and assignments that they submit.

Individual grades for the team projects will be determined as follows: Each team will be assigned a mark out of 100%; that grade will then be multiplied by the number of members of that team to create a “team grade pool” - for instance, a team of three students will have a team grade pool out of 300%. This team grade pool will then be allocated among the members of the team as specified in the Team Grading Contract which will be provided with the assignment specifications, and which must be executed and submitted coincident with the project’s completion. (If the members of the team cannot come to a unanimous consensus on an allocation, the issue may be submitted to “arbitration” by the instructor, at a “cost” of one tenth of the team grade pool.)

A well-functioning study team can add a great deal to the learning experience and enjoyment of this course! All students must be part of a team, the list of which must be submitted by the class meeting, as per the attached Class Schedule (first day of class).

Evaluation of the Simulation Project

Grades for the simulation in the Business Policy Course will be based on four components: Simulation assignments, Team performance in the simulation, final report, and peer evaluation.

The weighting of these three components in the determination of the final grade for the simulation may be set on a team basis by each team through this Evaluation Contract. The objective of this Evaluation Contract is to give each team the opportunity to demonstrate its performance in the simulation in the manner in which its members feel most capable to do so. *For those teams that fail to submit their signed evaluation contract by the due date, the following weights will apply: Simulation assignments: 20%; Final report 30%; Peer evaluation 15%; and Team performance in the simulation 35%;*

This Evaluation Contract must be signed by all team members (see Exhibit 3) and submitted by the class meeting as per the Class Schedule (class 3), and may not be altered once submitted.

Simulation Assignments

Simulation assignments are team assignments and are designed not only keeping in mind the key factors for learning and success in the simulation, they are also highly relevant for the final exam in the course. Therefore, be sure to be fully involved in preparing these assignments. There are four assignments, each contributing equal points.

Assignment 1. Annual forecasting - Best/worst case (due 24 hours before class 2).

Assignment 2. Future Scenario planning (due 24 hours before class 3).

Assignment 3. Strategic planning and business strategy (due 24 hours before class 5).

Assignment 4. Functional strategies and building blocks of competitive advantage (due 24 hours before class 6).

Further details are available on the simulation website, where you will upload the assignments in Microsoft office format.

Final Report

Final report is expected to answer the two major questions: (a) What happened during the simulation and why? (b) What did you learn during the simulation, and how? A detailed hand-out on the final report will be sent to the students by email during the semester. A soft-copy of the final report will be due to be sent to the instructor by email 24 hours before Class 10. A hard-copy will be due at the beginning of the Class 10. Each team is required to make a brief informal presentation (5 minute) to the class discussing the major points, followed by a question-answer session.

Peer Evaluations

There will be three equally weighted peer evaluations. Each student will evaluate all other members in his/her team. Students must complete each peer evaluation to get points. Further details are on the simulation website.

Performance Points in the Simulation

Performance points in the simulation are based on average of the analyst report and the balanced scorecard (In the simulation, go to "Reports" then go to "Analyst Report" and "Balanced Scorecard."). In addition, the instructor may adjust (e.g., use a curve) to assign grades/scores for the performance points (The instructor may consider the team's performance as compared to other teams in our class and/or other teams at other universities that are involved in the simulation). Further details on the Analyst Report and Balanced Scorecard are provided below.

Analyst Report

Every round, analysts will rate your team on ten criteria (100 points per criteria so 1000 points per round). Details on how analysts rate the companies in the simulation are available in the "Online Manager Guide" on the capsim website. Go to "Getting Started" then "the Guides" to access the online manager guide.

The ten criteria are: *margins, profits, emergency loans, working capital, market share, forecasting, customer satisfaction, productivity, financial structure, and wealth creation*. The points will be accumulated throughout the competition rounds of the simulation. Every round has equal weight for the analyst report.

Every round, you will get points on the balanced scorecard also. The details for the balanced scorecard are provided below. The weights for the balanced scorecard for various rounds are as follows: Round 1: 82; Round 2-3: 89; Round 4-6: 100; Recap rounds 1-6: 240; Total: 800.

These criteria are related to but different from the eight success measures that are used for self-evaluation of team's strategies. Students will choose weights for the success measures for their strategies. Go to "Homework" where you will find details on "Success measures." Teams can choose these for practice rounds but can change them at the beginning of the competition rounds of the simulation. The eight success measures are: cumulative profits, average market share, average return on sales, average return on assets, average return on equity, average asset turnover, ending stock price, and ending market capitalization.

Balanced Scorecard (From the Capsim website)

Since its introduction in 1992, the Balanced Scorecard approach to enterprise management has enjoyed a rapid rate of adoption in a variety of industries. More than just a grouping of financial measures, it is a strategic assessment tool that can accurately portray a business unit's strategic progress. The Balanced Scorecard asks managers to consider their business from four perspectives:

- The Customer
- Internal Business
- Innovation & Learning
- Financial

Note that only one perspective focuses on the financial metrics. The implication: Focusing only on financial assessments of performance is not enough to improve an organization. Your industry includes many measurable and actionable variables — exactly the type of metrics used in the Balanced Scorecard.

Customer Perspective. Customers concerns can generally be broken down into four areas:

- Quality
- Time
- Performance
- Service

Within each of these areas there are a number of sub-elements. Take time for example: A customer might be concerned with the amount of time a manufacturer takes to introduce new designs (design cycle), or in how quickly the manufacturer can deliver a product (production cycle).

One of the goals in this perspective is to be perceived as the most innovative supplier to the industry. Clearly then, new product introduction cycle time is a vital statistic, as is the portion of revenues generated by products or services that are less than two years old. Innovators would **not** want the additional perception of a low cost leader because low cost is inconsistent with innovator's goals.

Measures for your customer perspective include:

- Overall Awareness
- Overall Accessibility
- December Customer Survey for a particular segment
- Weighted Average of the December Customer Surveys (the Customer value for each segment divided by the number of units sold in that segment and added across all segments)
- Accounts Receivable Lag (your credit policy)
- Weighted Average Price (weighted average as for December Customer Survey)
- Cumulative R&D Cycle Time Reduction (the percentage by which new product design time has decreased)

Unit Share for the segments in which you are focused is also a key metric.

Internal Business Perspective. The Internal Business perspective asks: "What do we need to correct within our own business to ensure we deliver the value propositions the market needs and expects?" Say a manufacturer wants to be the low price leader in the market place. It needs to drive down all internal costs of production and marketing. To meet this goal, a manufacturer would need lower labor and material costs than its competitors. Even marketing costs would have to be reduced. Questions about the Internal Business Perspective need to be uncompromising. Perhaps the question should be "What must we be excellent at?" Or, in the words of Jim Collins, "What must we be best in the world at?"

Innovation and Learning Perspective. Nothing in business is static; the Innovation and Learning perspective asks "how do we develop and grow in order to continue to create value?" In 1903 the economist Joseph Schumpeter coined the term "the creative destruction of capital." He was referring to the need for corporations to regularly tear down much of what they have built, reconfigure and move forward with new, different and more highly developed value propositions. This process is more necessary to success than ever. Businesses that fail to "creatively destroy" will inevitably give way to business that can.

To achieve the cultural change that allows "creative destruction," manufacturers turn to initiatives that improve innovation/learning cultures, redesign/manufacturing processes, and sales/administration efficiencies.

Financial Perspective. In this perspective, we ask: "how is our strategy and tactical execution translating into profitability and economic viability?" Some feel there is actually no need to review financial measures as they are merely an outcome. Instead, they argue that if the other measures of the Balanced Scorecard are all carefully watched, financial success will naturally follow. This may be true in some cases, but it is not always true. For example, low cost companies might watch their cash position all but evaporate if there were not enough buyers for their products — no matter how efficiently they are produced.

Therefore, the Financial Measures Perspective asks two distinct questions:

- Are we making a profit in the activities in which we are engaged and therefore growing the company/increasing shareholder value?
- "Do we have the appropriate levels of cash to operate both in the short term and the long term?"

OTHERS

Use of Electronic Mail

In this course, we make extensive use of electronic mail. Therefore, it is imperative that you give me your email address that you use frequently and regularly. It is also important for you to keep your email account active and problem-free, because I hate when emails bounce back to me. In addition, you may provide me with an alternative email address as well, just in case there are problems with the server on which your email resides. Finally, it is your responsibility to keep up with the email so you don't miss anything. It is always a good idea to keep in touch with your team members about emails so you are not adversely affected even if you miss any email because of system or other problems.

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). I am very interested in knowing what your learning styles and methods are. If you don't know yet, it is good time to find out. We will try to use multiple learning methods that help different students learn better. For example, we will use question-answer format, discussions, debates, critical-incidents, case studies, small group interactions, electronic-mail networks, short presentations, audio-visual aids, etc. with the short-lectures to improve learning in the class. In addition, as already mentioned several times, it is a good idea to get together in a study group, particularly if you learn by expressing yourself. 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. I am interested in helping your learning and interaction with other participants in this class (or in other classes on campus).

(If you are interested to pursue the ideas discussed in this class in a graduate program such as a Ph.D. at this university or outside, please do not hesitate to talk to me.)

Here is one method that can be helpful to you in developing meaningful and integrated learning, and in improving your critical thinking that will be needed in this course.

Split Page Method: Draw a line down the middle of a page in your notebook. Take notes during class on the left hand side of the page. After class, review your notes line by line and do the following on the right hand side of the page:

- * translate ideas into your own words, and try to understand with logic and examples
- * find and correct errors, if any, by comparing to somebody else's notes in your study team or by consulting the book
- * summarize key ideas
- * link material to previously learned material covered in class
- * link material to your work and life experience
- * draw illustrations from the current business publications, and share these with us in the class.

APPENDIX

The Administration of Business Policy Seminar

Business Policy Seminar is a challenging course to take, and also a challenging course to deliver. Here are some administrative matters in which your conscientious cooperation will make it easier for me to do a good job delivering the course effectively to you.

“Prof-Online” protocol

If you have any question at any time, please feel free to contact me by email (pdass@ms.umanitoba.ca), **making sure that you start with *GMGT 7010* in the subject line**. This will flag the message for priority reading on my part. I check my email frequently and would be glad to answer your question(s) at any time. You can also call me at my office number (474-6340). If I am not there, leave a brief message, and I will call you back at my first opportunity. However, *please leave me the number at which you would like me to call you back*, so I don't have to look it up. I might also be picking up these calls from a remote location where I wouldn't have access to my files with your number. Also, *specify when and/or how late I can call you back*, without disturbing you or anyone else at that number.

Meeting protocol

If you would like to see me, try to come during my office hours when I will give you my undivided attention. As you may have already noticed, my office hours are mentioned in the beginning of this course outline. If you can't come during that time, please send me an email and let me know of a couple of times when it is convenient for you to come and see me. I will try to reply at the earliest and arrange time that is convenient for both of us. In any case, feel free to talk to me after the class.

Attending classes: *Think of (y)our class as (y)our business meeting!*

Attending classes is an essential part of the course. The first point we tell the first year undergraduate students entering the Faculty of Management is: Come on time and stay for the entire period of class. Normally, in the beginning or end of each class, I cover some very important points. These points are the ones that give you significant feedback about class activities. Ordinarily, these points are not covered in the book because these are part of tacit knowledge (i.e., they are not written anywhere). These points are in fact the crucial difference between learning from a regular course as compared to a correspondence course or book. My advice to you is to arrive in the class-room at least 5 minutes before the class time so you get set, collect your thoughts, and are ready to participate. In my experience, any student who comes even 1 minute late is not able to catch up with his/her classmates throughout the class. A student who misses a class or part of it suffers in many obvious and not-so-obvious ways. Loss of opportunity to earn points on class contribution (participation in class, key ideas, electronic mail, etc.) is obvious. A subtle way in which the student suffers is that he/she even does not know what he/she is missing! Therefore, the quality of the assignments as well as the take-home exam/papers goes down without the student being aware or able to understand what he/she is missing and how it could have been better.

As you know, this class is not a correspondence course. Therefore, students are expected to attend classes regularly throughout the semester. Any student missing three or more classes (due to any reason, including medical) out of a total of 10 classes will receive a failing grade (F) in class contribution and reflection papers/write-ups and cannot expect to obtain a passing grade in the course. Any student missing five or more classes (due to any reason, including medical) out of a total of 10 classes will receive a failing grade (F) in the course. Keep in mind that simply being in class for a few minutes 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 solely responsible for getting notes from other students and make him/herself aware of announcements made, handouts delivered, or any other activities conducted in the class. If you are absent and would like the instructor to know about it, send an email message for the instructor's record. However, in order to obtain an excused absence, the student must follow instructions given on the medical absenteeism form. Keep in mind that being not prepared for the class or an exam in another course are not valid reasons for absences. *Further, class dependent activities such as class contribution and reflection papers/write-ups cannot be made up outside of class or at a later date.* It is equally important to pay full attention to the class discussions at hand rather than occupying oneself with other things relating to this or other class. A student who can't meet these expectations may be asked to withdraw from the course or may be dropped from the course.

As you may already be aware, use of tobacco, alcohol, or other such substances is not allowed in the class-rooms in the Drake Centre. Switch off all electronic gadgets (lap-tops/email systems, cellular phones, videogames, etc.) before entering the classroom.

Pick up of handouts, and graded assignments/papers

I will only bring handout materials and graded assignments down to the classroom once, on the day they are being given out. If you have to miss a class, ask one of your study team members to pick up copies of the handouts, or your graded assignment / paper for you. Otherwise, it is your responsibility to collect it from me during my office hours, as I will not be bringing them down to the next class.

SPECIAL ALERT FOR H1N1

These days the universities all over North America are making special arrangements for the possibility of epidemics such as H1N1. If you happen to suffer from it, you may not attend the class; instead, contact me by email. We may need to make special arrangements if there is an H1N1 or any other epidemic.

CLASS SCHEDULE

Here is the basic sequence of topics for our class discussions. A more detailed class schedule will be available separately during week 1. The class schedule is subject to modification as we go along during the semester. The instructor reserves the right to change a scheduled case or reading by notice at the preceding class.

COURSE SCHEDULE:

<p>Note: All decisions and assignments are due 24 hours before the beginning of class. The text-book provides you the foundation of knowledge in the course. Therefore, be sure to familiarize yourself with the materials in the book. The instructor will discuss only the most important points from the book in the class. Feel free to ask if you have any questions. The focus of the class discussions will be on the readings and cases (given in the course package) and simulation.</p>		
Class	Date	Topic
1	April 6, 2010	Introduction to the course (see details at the end of the course outline) Multifunctional team sheet to be completed in class (Exhibit 1)
2	April 13, 2010	Strategic Management Process (Chapter 1; Case: Branson’s Virgin); Simulation Practice 1 decisions due Best/Worst Case assignment 1 due Evaluation Contract due (Exhibit 2)
3	April 20, 2010	External Assessment (Chapter 2; Case: The Music Industry); Simulation Practice 2 decisions due Scenario Planning assignment 2 due Team Evaluation Contract for the Simulation due (Exhibit 3)
4	April 27, 2010	Internal Assessment (Chapter 3; Case: Apple); Simulation Period 1 decisions due Peer Evaluations 1 due
5	May 4, 2010	Business Level Strategies (Chapters 4-5; Case: Toyota); Simulation Period 2 decisions due Strategic Planning and Business Strategy assignment 3 due
6	May 11, 2010	Strategies in the High Tech Environment (Chapters 7-8; Case: Google); Simulation Period 3 decisions due Functional Strategies and Building Blocks of Competitive Advantage assignment 4 due
7	May 18, 2010	Corporate Level Strategies (Chapters 9 and 10) Part 1: Jack Welch’s version of GE; Part 2: Tom O’Boyle’s version of GE; Simulation Period 4 decisions due Peer Evaluations 2 due
8	May 25, 2010	Implementing Strategies and Strategic Change (Chapters 12 and 13) Case: Mondavi at the Crossroads Simulation Period 5 decisions due
9	June 1, 2010	Corporate Governance and Performance (Chapter 11) Case: Costco versus Wal-Mart Simulation Period 6 decisions due (last round)
10	June 8, 2010	Pulling it All Together Final Written Report on the Simulation due Team Assignment Grade Allocation Contract (Exhibit 4) due with the final written report Peer Evaluations 3 due Presentation of the reports; Course Evaluations
	June 15, 2010	2.30-6.00 p.m. Comprehensive Final Exam (Date and time to be confirmed)

MULTIFUNCTIONAL TEAM SHEET

Business Policy Seminar, GMGT 7010

TEAM

Working with other people is fundamental to business, and to the practice of Business Policy. Therefore, all students in this section will be required to form study teams, comprising people from a variety of major areas and backgrounds, (but all from the same section), for the following purposes:

1. Meetings prior to class to review individual preparation and discuss the case informally. This will be a tremendous benefit to the subsequent learning experience in class. Each member should make himself/herself available to meet with the team prior to class. The teams may decide on the rules and incentives for participation of their members. (Obviously, this does not apply to individual assignments)
2. **The Simulation Project.** This project involves preparing and running a simulated company in the class. You will access the simulation on the website given in this course outline and register yourself as a student. This project may involve written reports, running the simulated company and interpreting and presenting results, and peer evaluations. Each member of the team is required to participate in this exercise. The materials you access at the simulation website will give you further information. However, please feel free to contact me if you have any further questions. Any *outside* help that is received by any student or any team will be considered a violation of the Academic Integrity Policy of the University.

Individual grades for the team project (final case) will be determined as follows: Each team will be assigned a mark out of 100%; that grade will then be multiplied by the number of members of that team to create a "team grade pool" - for instance, a team of four students will have a team grade pool out of 400%. This team grade pool will then be allocated among the members of the team as specified in the Team Grading Contract which will be provided with the assignment specifications, and which must be executed and submitted coincident with the project's completion. (If the members of the team cannot come to a unanimous consensus on an allocation, the issue may be submitted to "arbitration" by the instructor, at a "cost" of one tenth of the team grade pool.)

A well-functioning study team can add a great deal to the learning experience and enjoyment of this course! All students must be part of a team, the list of which must be submitted by the class meeting, as per the Class Schedule (first class). *(Please note that members of the team will not change for different team projects during the term.)*

EXHIBIT 1
(Due in Class 1)

TEAM MEMBERSHIP

M.B.A. Business Policy Seminar
Summer 2010

Team Name (if any) _____
Team # (to be assigned by the instructor) _____

Please write your NAME

EMAIL ADDRESS

PHONE NUMBER

1. _____ *
2. _____
3. _____
4. _____

* Contact person for this group

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

1. What are your objectives for 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. 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?
4. How much weight is being assigned to the team activities by each member?
5. Does each member understand that any *outside* help that is received by any student on the team will be considered a violation of the Academic Integrity Policy of the University.

(Important Note to Teams: Please keep a copy of the completed Form for your own record; Due Date: Class 1.)

EXHIBIT 2
(Due in Class 2)

INDIVIDUAL EVALUATION CONTRACT

**M.B.A. Business Policy Seminar
Summer 2010**

Section
(please complete)

Final grades for the Business Policy Course will be based on four components: individual performance on reflection papers/write-ups; class contribution in the discussion of readings and cases, an individual comprehensive final examination, and a multifunctional team project.

The weighting of these four components in the determination of the final grade may be set on an individual basis by each student through an Evaluation Contract. The objective of the Evaluation Contract is to give each student the opportunity to demonstrate understanding of the course material in the manner in which he or she feels most capable to do so. *For those who fail to submit their signed evaluation contract by the due date, the following weights will apply:* Individual Reflection papers/write-ups 15%; Individual Class contribution: 10%; Individual Comprehensive Final Exam: 35%; and Multifunctional Team Project: 40%. I understand that any *outside* help that is received by me on any assignment, paper, project, test, or exam will be considered a violation of the Academic Integrity Policy of the University.

This Evaluation Contract must be signed and submitted by the class meeting as per the Class Schedule, and may not be altered once submitted.

	<u>Minimum</u>	<u>Maximum</u>	<u>Contracted weighting</u>
Reflection papers/write-ups (Individual)	10%	15%	_____
Class contribution * (Individual)	5%	10%	_____
Comprehensive Final Exam (Individual)	35%	40%	_____
Multifunctional Team Project (Team)	35%	40%	_____
			Total 100%

* Please see the next page for important information about the determination of the class contribution grade, which forms part of this contract.

Name _____
(please print)

Student # _____

Signature _____

Date _____

(Important Note to Students: Please keep a copy of the completed Evaluation Contract for your own record; Due Date: Class 2.)

Determination of the Class Contribution grade

The grade for class contribution must be earned incrementally throughout the course, through consistent, conscientious performance over the class discussions and exercises. The grade for class contribution will be a composite of the instructor's evaluation of contribution (including key ideas – see below), as well as classmates' collective opinion on the contributions of each individual, derived from student reporters. All students are expected to prepare and use their name plates at all times during the class. After 1-2 classes, the instructor may ask, on a rotating basis, 1-2 (or more) students in each class session to keep a record of student participation and may use this input in evaluating class contribution grades.

A student's class contribution grade will depend on his/her contribution as compared to other students in the section. Students should bear in mind that the class contribution grade depends on their instructor's judgment and discretion. The instructor may discount a student's contribution grade because of missed classes, coming late or leaving early. A student may lose contribution credit for instances in which h/she proves to be insufficiently prepared for class, either by making material errors of fact, or by being unable to respond to a request to begin or continue the case discussion. Contribution marks may also be deducted for comments that are obviously flippant, or otherwise clearly out of keeping with a business discussion. It is important to pay full attention to the class discussions at hand rather than occupying oneself with other things that may relate to this or other class.

For each class, you may earn up to three marks credit towards your contracted allocation for class contribution. To earn such credit, your contributions must demonstrate that you have a thorough grasp of the case information, and have considered at least the issues raised in the accompanying readings. Participation in small group discussion, electronic contribution, writing on the board, etc. will earn lower marks as compared to expressing your ideas to all students in the class where they have a chance to consider your comments and respond to them. Factual contributions that help to organize basic information into useful format for analysis will earn one mark credit. To earn two-mark credit for a case discussion, you must provide some synthesis beyond the basic case facts, such as relating two or more pieces of information, or performing some quantitative analysis, to draw a relevant conclusion. To earn three-mark credit for a case discussion, 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.

Caveat

Please note that except for the student chosen to begin each discussion, who may be selected by the instructor, *the onus for contribution rests entirely with the student*, who must indicate his or her desire to speak by raising a hand. However, I reserve the right to call on students at any time during the discussion, and expect you to be prepared to participate.

As mentioned previously, your class is (y)our business meeting! Do all that you would normally do for (y)our business meeting: Be prepared, show up and make a good presentation!

**EXHIBIT 3
(Due in Class 3)**

TEAM EVALUATION CONTRACT FOR THE SIMULATION

**M.B.A. Business Policy Seminar
Summer 2010**

Team Name _____ (please complete)
Section _____ (please complete)

Grades for the simulation in the Business Policy Course will be based on four components: Simulation assignments; team performance in the simulation; final report; and peer evaluation. The weighting of these three components in the determination of the final grade for the simulation may be set on a team basis by each team through this Evaluation Contract. The objective of the Evaluation Contract is to give each team the opportunity to demonstrate its performance in the simulation in the manner in which its members feel most capable to do so. *For those teams that fail to submit their signed evaluation contract by the due date, the following weights will apply: Simulation assignments: 20%; Team performance in the simulation 35%; Final report 30%; Peer evaluation 15%.*

This Evaluation Contract must be signed by all team members and submitted by the class meeting as per the Class Schedule, and may not be altered once submitted.

I understand that any *outside* help with the simulation that is received by any student on the team will be considered a violation of the Academic Integrity Policy of the University.

	<u>Minimum</u>	<u>Maximum</u>	<u>Contracted weighting</u>
Simulation Assignments	20%	30%	_____
Final Report	25%	35%	_____
Peer Evaluation	10%	15%	_____
Team Performance on the Simulation*	30%	40%	_____
			Total 100%

* Based on Analysts' Reports and Balanced Scorecard. Please see the evaluation of simulation performance section on pages 10-12 for further details.

(Important Note to Teams: Please keep a copy of the completed Evaluation Contract for your own record; Due Date: Class 3.)

This allocation must have the unanimous consent of all team members, signified by their signatures below. If it should prove impossible to achieve such a consensus, then the default contract will apply.

Team members' name (please print)	Signature
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

EXHIBIT 4

**UNIVERSITY OF MANITOBA
ASPER SCHOOL OF BUSINESS**

GMGT 7010

Team Assignment Grade Allocation Contract (EXAMPLE)

Section 01_ Team name or number 2

This contract sets out the terms by which *individual* grades will be determined for the team assignment.

This *contract*, to be submitted with the paper, indicates your team's decision as to how the team grade pool should be allocated among the various members of the team on a percentage basis, based on your joint evaluations of each member's respective contributions to the exercise. This allocation must have the unanimous consent of all team members, signified by their signatures below. If it should prove impossible to achieve such a consensus, then the issue can be submitted to "binding arbitration" by the professor, by substituting a one page memorandum to that effect for this form. However, this arbitration comes at a cost of one-tenth of the points in the team grade pool!

This contract also requires approval of the instructor. For example, the instructor may limit the maximum or minimum allocation allowed in the course so as to keep it fair for all students in the class.

This contract applies to: (Check one of the following).

- 1. Only to the Final Report
- 2. Only to the Performance in the Simulation
- 3. Both 1 and 2.

You may submit two separate contracts if allocation varies between the final report and the performance in the simulation.

<u>Team members (please print)</u>	<u>Percentage allocation</u>	<u>Signature</u>
1. <u>W</u>	<u>100%</u>	_____
2. <u>X</u>	<u>105%</u>	_____
3. <u>Y</u>	<u>95%</u>	_____
4. <u>Y</u>	<u>100%</u>	_____

Total = 100 multiplied by number of team members = 400

EXHIBIT 5

**UNIVERSITY OF MANITOBA
ASPER SCHOOL OF BUSINESS**

GMGT 7010

Team Assignment Grade Allocation Contract

Section ___ **Team name or number** _____

This contract sets out the terms by which *individual* grades will be determined for the team assignment.

This *contract*, to be submitted with the paper, indicates your team's decision as to how the team grade pool should be allocated among the various members of the team on a percentage basis, based on your joint evaluations of each member's respective contributions to the exercise. This allocation must have the unanimous consent of all team members, signified by their signatures below. If it should prove impossible to achieve such a consensus, then the issue can be submitted to "binding arbitration" by the professor, by substituting a one page memorandum to that effect for this form. However, this arbitration comes at a cost of one-tenth of the points in the team grade pool!

This contract also requires approval of the instructor. For example, the instructor may limit the maximum or minimum allocation allowed in the course so as to keep it fair for all students in the class.

<u>Team members (please print)</u>	<u>Percentage allocation</u>	<u>Signature</u>
1. _____	_____ %	_____
2. _____	_____ %	_____
3. _____	_____ %	_____
4. _____	_____ %	_____

Total = 100 multiplied by number of team members = _____

GMGT7010: BUSINESS POLICY SEMINAR

CLASS 1

SIMULATION

TO DO CHECKLIST-BEFORE CLASS 1

TO FAMILIARIZE YOURSELF WITH THE SIMULATION

- Register for the simulation.
 1. Log onto www.capsim.com
 2. Left side, click the "New Students – Click here"
 3. Read the welcome message, then click "I Agree"
 4. Enter the simulation ID number you have been assigned to – **C36562**
 5. Enter all the required fields
 6. At the last page, you will need to pay about US\$43.99 using your credit card. All students are required to have their own account.

- Homework
 1. Log into you capsim account from our main homepage, www.capsim.com
 2. Click the Capstone® Logo
 3. On the left menu, click on the "Getting Started" menu option
 4. To the right of the left menu, go through the following tabs:
 - **View Introductory Lesson** – Click "Sound" (if you have speakers) or "Silent" (if no speakers). Watch the 15 minute video. There is a quiz at the end that you must also do.
 - **The Guide** – you will need to read through the rules of this virtual world. Use this as a reference guide as you go through the simulation. Download an electronic version (PDF) to your computer from this tab.
 - **Complete the Rehearsal Simulation** - Read and do the instructions for the Rehearsal Simulation. You must complete the first 4 rounds of the Rehearsal Simulation. There is no higher limit to how many rounds of rehearsal you can play. **YOU MUST DOWNLOAD THE FILE CAPSTONE®.XLS BEFORE YOU CAN START THE REHEARSAL SIMULATION.**

- Support for the Simulation

Please contact support if you have any problems with the simulation, technical or business related. But remember, support is for information, not for help doing your work. Send your questions by clicking the "Help" and "Contact MSI Support" link from the left menu of your Capsim account. Please provide 24 hour response time but usually respond a lot quicker. You can also email support at support@capsim.com if you are having trouble getting into your www.capsim.com account.

GMGT 7010. CLASS 1: April 6, 2010
THE CAPSTONE COURSE: AN INTRODUCTION

Due: Complete biosheet before class and bring it to class or send it to the instructor by email (template will be sent to you by email before the class); Names of Multifunctional Team Members (to be completed in class)

Participants' introduction: Name, major, background, experience, interests, etc.

Simulation:

- What do you know about the Simulation?
- Top Ten Tips for Simulation Teams
- Questions and Answers on Simulation

A WORD TO THE WISE ON HOW TO SUCCEED IN THE SIMULATION.

At the end of the simulation, students realize that the most important key success factor in the simulation is your knowledge of the rules of the game. Since you have not played this game before, you need to spend sufficient time up-front to be familiar with its rules. Therefore, be sure to view Introductory Lesson, thoroughly read the Student Guide (given in pdf format at the website, also called Capstone Team Member Guide) and the on-line Manager's Guide (which gives further details), study Tutorials and Demos, and complete rehearsal simulations on your own BEFORE Class 1 because Simulation Practice 1 decisions and Simulation Assignment 1 are due 24 hours before Class 2 as mentioned on Class Schedule on page 16 of this course outline.

Participants' concepts of strategy: What is your concept of strategy? Where did it come from?

Long Reading: Leader's New Work: Building Learning Organizations, by Peter Senge

Study Questions: What is the leader's new role? How can a leader accomplish her role? What are three levels of viewing reality? How does this perspective relate to strategic thinking and mental maps?

Long Reading: A Note on Scenario Planning, Harvard Business School

How would you use these ideas for your simulation?

How would you use these ideas for your career/life?

Vignette: Strategy as a "Little Black Dress," from Mintzberg, Ahlstrand & Lampel.

Study Questions: Assess the usefulness of a "Little Black Dress" as an analogy for strategy. How about analogy of a Navy Blue Suit?

General Case Analysis Guidelines (included in the course package)

How would you analyze a case for business policy and strategy in general?

Other questions to reflect on:

Why do we need a capstone course?

What are the objectives of the course?

How are we going to learn about strategic management?

How do you integrate different functional areas?

What do we know? What do we need to know further?

**Notification to Students: Use of Course Assignments,
Tests, or Exams for Assessment or Course Portfolios**

In order to improve our programs for your learning, the Asper School has initiated a process of learning assessment and course portfolios within our courses. This means that we take a small or large sample of your assignments, tests, or exams to be reviewed by a panel of professors or experts. Your assignments would be copied before the originals are returned to you. The panel will review the sample to determine if certain learning goals have been achieved across the whole course.

All of the assignments included within the assessment sample will be made anonymous. Any identifying information such as **names and student numbers will be removed**. The process will be confidential, and only the entire group of reports will be assessed.

The purpose of assessment is to improve program and course content for student learning, not for grading of students or evaluation of professors. Assessment goals are related to the focus of AACSB International, the Association to Advance Collegiate Schools of Business and the mission of the Asper School. They include ethics, corporate social responsibility and corporate governance; communication skills, diversity, globalization, quantitative abilities, and critical thinking. Through this process, we hope to gradually improve student understanding in these areas.

Although you are assured of anonymity in this assessment process, you do have the right not to participate. If you wish to have your assignments, tests, or exams excluded from the sample used for assessment or course portfolios, please print your name below and return this form to your instructor or to the MBA office.

Request for Assignments not to be used for Assessment Purposes

I hereby request that my assignments, tests, or exams be excluded from the assessment or course portfolio samples collected for this course.

Semester and Year _____

Course Name _____

Student Name _____

Student signature _____

Date _____



ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. 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 this trust. The University of Manitoba Graduate 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 tests 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.

Many courses in the I. H. Asper School of Business require group projects. 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 insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.



MEDICAL ABSENTEEISM FORM

I.H. Asper School of Business, The University of Manitoba

STUDENT IDENTIFICATION: (PLEASE PRINT CLEARLY)

_____	_____	_____	_____
Last Name	First Name	Middle Initial	U of M Student Identification Number
_____	_____		
Course #	Instructor Name		
_____	_____		
Student's Signature	Date		

TO BE COMPLETED BY THE ATTENDING PHYSICIAN: (after the above section is completed) (PLEASE PRINT CLEARLY)

_____	_____	_____
Physician's Last Name	Physician's First Name	Middle Initial
_____	_____	_____
Street Address	City, Province	Postal Code
_____	_____	_____
Telephone Number	Fax Number	
_____	_____	
<p>To the attention of the physician: Your evaluation of the student's condition is being used for the purpose of determining whether or not the student has a <u>valid reason</u> to miss an important <u>exam</u> or <u>assignment</u>. Your professional evaluation is necessary to ensure that only valid cases are excused.</p>		
<p>I certify that the nature of the student's condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.</p>		
<p>The student's condition will likely span the following dates:</p>		
_____	until	_____
(Indicate start date)		(Indicate end date)
_____		_____
Physician's Signature	Date	

NOTES TO PHYSICIAN:

- Please make a note in the student/patient's file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student's condition.
- **PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.**

NOTES TO STUDENT:

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor's certification that the student's condition is severe enough to prevent the student from taking the exam or completing the assignment.
- It is NOT SUFFICIENT to provide a note that only indicates the student visited the doctor's office.



Parshotam Dass

Associate Professor

Department of Business Administration

Areas of Research Interest: Strategic Change in Product, International Geographic, and Human Diversity in Organizations; Strategy, Structure, and Performance in the Motor Carrier Industry; Adoption of Innovations; Coping with ambiguity.

Areas of Teaching Interest: Administrative Policy/Business Policy/Strategic Management; Doctoral Seminar in Strategic Management;

Parshotam Dass teaches at the Faculty of Management, Asper School of Business, University of Manitoba. He received his Ph.D. from Michigan State University. Earlier, he taught at Michigan State University and the University of Arkansas, among others. He is a member of the Academy of Management (U.S.A) and the Administrative Sciences Association of Canada, and has presented and discussed papers, organized symposia and chaired sessions in their conferences. He has participated in the Doctoral/Faculty Consortia, Multidivisional Symposia, All-Academy Symposia, as well as Panel Discussions at the Annual National Meetings of the Academy of Management (U.S.A.). He co-edited *Readings in Strategic Management* (Pixel Press, 1993). His writings have appeared in the *Academy of Management Executive*, *Journal of Business Research*, *Human Relations*, and *Simulation & Gaming*, among others, and have been used by M.B.A. students, consultants as well as managers in Fortune 500 companies and other organizations around the world. Dr. Dass has reviewed papers for several conferences and journals over the years. He serves (or has served) on the Editorial Boards of the *Journal of Management and International Entrepreneurship* and *Management Journal*. He has acted as Academic Reviewer, Program Chair, and Division Chair of the Strategy Division of the Administrative Sciences Association of Canada. He received a University of Manitoba Teaching Merit Award, 1999-2000. His papers have received recognition at the Academy of Management, the Administrative Sciences Association of Canada, and the Texas Conference on Organizations. His research has been supported by the University of Manitoba, University of Arkansas, the U.S. Department of Transportation, and other organizations. His research interests include rhythm of change, balancing exploration and exploitation, and strategic management processes in organizations. Currently, he is involved in several studies relating to configurations of firm strategies, resources, and performance in over 300 motor carrier firms; and approaches to temporal ambidexterity by simulating heuristics for exploration and exploitation in firms.