

GMGT 7210 (G01) (3.0 CH)
STRATEGY
SUMMER 2021

INSTRUCTOR

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|--------|-------------------------|------------------|---------------------------|
| Name: | Dr. Imran Khan | Office Location: | UM Learn - WebEx |
| Phone: | n/a | Office Hours: | Mondays: 5:45pm-6:15pm |
| Email: | Imran.Khan@umanitoba.ca | Class Room: | UM Learn – WebEx Sessions |
| | | Class Time: | Mondays: 6:15pm-9:30pm |

COURSE DESCRIPTION

Students will integrate and apply concepts from various functional areas in analyzing organizational resources and capabilities, and environmental opportunities and threats. Students will study evolving strategic management problems and practices, and examine issues of formulation and implementation.

COURSE OBJECTIVES

You may refer to Bloom's hierarchy of learning objectives in education: knowledge, comprehension, application, analysis, synthesis, assessment, and creation. 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 the 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 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.
- *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.

| AACSB Assurance of Learning Goals and Objectives. | | | |
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| <p>The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for 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 MBA 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.</p> | | | |
| | Goals and Objectives in the MBA Program | Goals and Objectives Addressed in this Course | Course Item(s) Relevant to these Goals and Objectives |
| 1 | Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities. | | |
| | A. Students are able to identify situations where strategic thinking is necessary. | ✓ | Entire course |
| | B. Students are able to identify different strategies. | ✓ | |
| | C. Students are able to perform a basic strategic analysis. | ✓ | |
| | D. Students are able to recommend strategic alternatives and their implementations. | ✓ | |
| 2 | Global Perspective Students will adopt a global mindset in considering organizational decisions. | | |
| | A. Students have an awareness of global diversity, and multicultural awareness. | ✓ | Entire course |
| | B. Students have an awareness of different global perspectives. | ✓ | |
| | C. Students have been exposed to global business environments through course materials | ✓ | |
| 3 | Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems. | | |
| | A. Students demonstrate an understanding of the responsibility of business in society. | ✓ | Entire course |
| | B. Students demonstrate an understanding of ethical decision making. | ✓ | |
| | C. Students demonstrate moral development in ethical decision making. | ✓ | |
| | D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics. | ✓ | |
| 4 | Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis. | | |
| | A. Students are able to identify that a problem containing a quantitative aspect exists. | ✓ | Entire course |
| | B. Students are able to apply financial methodologies in the answering of business questions. | ✓ | |
| | C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization. | ✓ | |
| | D. Students are able to interpret the results of a financial analysis. | ✓ | |

COURSE MATERIALS

The required course materials are:

- a) All students are expected to have access to a laptop or desktop computer with camera and access to the internet.
- b) All students are expected to purchase original online Harvard Course Pack, (see UM Learn for details).

COURSE ASSESSMENT

Student progress in the course will be assessed based on following components:

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| Individual AACSB Test | 5% |
| Individual Class Contribution..... | 20% |
| Individual Comprehensive Final Exam..... | 30% |
| Team Midterm Exam | 30% |
| Team Presentation | 15% |

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 | Excellent |
| 80-89.99 | A | 4.0 | Very Good |
| 75-79.99 | B+ | 3.5 | Good |
| 70-74.99 | B | 3.0 | Satisfactory |
| 65-69.99 | C+ | 2.5 | Marginal |
| 60-64.99 | C | 2.0 | Unsatisfactory |
| 50-59.99 | D | 1.0 | Unsatisfactory |
| 49.99 and below | F | 0.0 | Unsatisfactory |

NOTES:

1. The professor reserves the right to curve the above grades.
2. Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

COURSE SCHEDULE

Class preparation

1. This course will require three to four hours of advance preparation for each class. In preparation for class discussion, with respect to assigned readings, you should be able to discuss the big ideas and essential details along with any limitations. As well, with respect to assigned strategic planning exercises, you should be able to state your opinion and justify your opinion from both a theoretical and business perspective. 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.

Course Conduct

Why do some organizations succeed and others fail? This course will challenge you to answer this question in the current business environments. 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 using theory and exercises. The format of the course is based on two core principles:

- a) *Integration of theory and practice is essential because applying one to the other is fundamental to strategic management.* Hence, classes will not be used to simply review theory, which is in the assigned readings (this is the student's individual responsibility) but will be employed for linking it with in-class exercises.
- b) *The course is not the sole contribution of the instructor. Students bring a variety of experiences and are explicitly recognized as co-contributors of the experience of this course.* As such, it is expected that students will read the assigned materials and do the assigned at-home exercises to prepare themselves for discussions prior to each session.

Class Schedule

The class schedule is subject to change as we go along during the semester. The instructor reserves the right to change assigned materials by notice at the preceding class or an earlier time.

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|----|---------|--|
| 1 | May 3 | INTRODUCTION Introduction to the course Introductions by students Assigned Reading: Introduction |
| 2 | May 10 | THEORY: WHAT IS COMPETITION? Assigned Reading: Chapter 1 Assigned Reading: Chapter 2 Assigned Reading: Chapter 3 |
| 3 | May 17 | THEORY: WHAT IS STRATEGY? Assigned Reading: Chapter 4 Assigned Reading: Chapter 5 Assigned Reading: Chapter 6 Assigned Reading: Chapter 7 |
| 4 | May 31 | THEORY: COMMON QUESTIONS Assigned Reading: FAQs Team Presentations Handout: Team Midterm Exam (end of class) |
| 5 | June 7 | PRACTICE: STRATEGIC PLANNING EXERCISE 1A Hand in: Team Midterm Exam (beginning of class via email submission to instructor) |
| 6 | June 14 | PRACTICE: STRATEGIC PLANNING EXERCISE 1B |
| 7 | June 21 | PRACTICE: STRATEGIC PLANNING EXERCISE 1C |
| 8 | June 28 | PRACTICE: STRATEGIC PLANNING EXERCISE 2A |
| 9 | July 5 | PRACTICE: STRATEGIC PLANNING EXERCISE 2B |
| 10 | July 12 | PRACTICE: STRATEGIC PLANNING EXERCISE 2C Handout: Individual Final Exam (end of class) Course evaluation |
| | July 19 | Hand in: Individual Final exam (11:59pm via email submission to instructor) |

PERFORMANCE ASSESSMENT

As mentioned above, final grades in the course will be based on following five components:

- I. Individual AACSB Test
- II. Individual Class Contribution
- III. Individual Comprehensive Final Exam
- IV. Team Midterm Exam
- V. Team Presentation

I. Individual AACSB Test

As you know, the MBA program is accredited by the AACSB. To maintain accreditation, the Accreditation Committee needs to assess the MBA students every semester in this course, which is the capstone course in the MBA program. Thus, students will take an online test outside of class time. This test will be conducted by the Dean's office. Students will be notified by an email to take the test.

II. Individual Class Contribution

Class contribution is integral to the course. Every student brings a different combination of expertise and experience to bear on each class, 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.

The grade for class contribution will be based on the instructor's evaluation of each student's contribution to assigned material for each class; details will be given prior to each class. Please keep in mind that the quality of class contribution is more important than the quantity. 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!

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. As such, all students are expected to prepare for each class.

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 he/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 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 other matters.

For each class, you may earn credit towards your class contribution. To earn such credit, your contributions must demonstrate that you have a thorough grasp of the assigned class material. Factual contributions that help to organize basic information into useful format for analysis will earn low credit. To earn higher credit, you must provide some synthesis beyond the basic facts, such as relating two or more pieces of information, or performing some quantitative analysis, to draw a relevant conclusion. To earn highest credit, your contribution must demonstrate real insight.

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.

III. Individual Comprehensive Final Examination

This take-home 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.

Strictly Individual Basis for the Comprehensive Final Examination

Unlike the preparation for the in-class discussions, this examination is a strictly individual exercise, intended to assess your personal abilities in the subject, not the collective abilities of your 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 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 other assignments (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.

IV. Team Midterm Exam

The take-home mid-term exam of written strategic analysis is team based and will be available in the class on the date indicated on the Class Schedule. Additional exam instructions will be given at that time. The instructor will spend time explaining the guidelines well in advance of the exam so you have enough time to understand the required report structure and ask questions.

V. Team Presentation

This presentation is for your team to demonstrate their ability to explain what they have learned in this course. Details will be given in class prior to the presentation date.

Deadlines

The electronic copy of the Mid-term exam report will be due at the beginning of the class on the due date, while the final exam report is due at the date specified on the class schedule. The electronic copy of the report needs to be emailed to the instructor before the deadline.

Late submissions, including those delayed by computer-related difficulties, will be penalized ten percentage points for every 24 hour period (including weekend time), or portion thereof late. 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 are expected to complete and submit the paper 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 both a hard copy and a soft copy of their papers.

The Administration of the Course

The capstone Strategy course is a challenging one to take, and also a challenging one 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 (Imran.Khan@umanitoba.ca), **making sure that you start with GMGT 7210 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.

Meeting protocol

If you would like to see me, try to come during my online 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

As you know, attending classes is an essential part of the course. Since there are only ten class sessions for the course, each class session is important. We have scheduled a variety of activities for various classes throughout the semester. You are expected to attend all classes. At a minimum, 80 percent attendance is required to complete the course. Attending a class requires a student to be present and involved in the class activities for the entire duration of the class.

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations 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.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

| For Information on... | ...follow this link |
|---|--|
| Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams | MBA Course Information |
| Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i> | MBA Student Handbook |
| Help with research needs such as books, journals, sources of data, how to cite, and writing | Library Resources |
| Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills | Writing and Learning Support |
| Support and advocacy for students with disabilities to help them in their academic work and progress | Student Accessibility Services |
| Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations | Copyright Office |
| Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures | Academic Integrity |
| Policies & procedures with respect to student discipline or misconduct, including academic integrity violations | Student Discipline |
| Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns | Student Advocacy |
| Your rights and responsibilities as a student, in both academic and non-academic contexts | Your rights and responsibilities |
| Full range of medical services for any physical or mental health issues | University Health Service |
| Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault | Health and Wellness |
| Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling. | Student Counselling Centre |
| Support services available for help regarding any aspect of student and campus life, especially safety issues | Student Support Case Management |
| Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being | Live Well @ UofM |
| Help with any concerns of harassment, discrimination, or sexual assault | Respectful Work and Learning Environment |
| Concerns involving violence or threats, protocols for reporting, and how the university addresses them | Violent or Threatening Behaviour |

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 must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

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.

FACULTY BIOGRAPHY

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

Imran Khan

Sessional Instructor

Departments of Business Administration, Accounting & Finance, Supply Chain Management

Imran has a BSc, MSc, MBA, and PhD degrees with expertise in applying engineering techniques (e.g. agent-based modelling and simulation, queueing theory, artificial neural networks, and fuzzy logic) to solve management problems.

Imran has 20 years of management-engineering cross-disciplinary business experience as Business Analyst, Project Manager, Investments Manager, Business Consultant, and Business Incubation Manager.

Additionally, Imran has 20 years of Sessional Instructor teaching experience in a variety of areas, including: Business Strategy, Production & Operations Management, Corporate Finance, and Management Information Systems.