

GMGT7350 (G10) (3.0 CH)
BUSINESS ANALYSIS & STRATEGY DEVELOPMENT
FALL 2021

INSTRUCTOR

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Virtual office hours by appointment

COURSE DESCRIPTION

This experiential course provides an opportunity for students to learn the fundamentals of business analysis and strategy development utilizing the case method. Throughout the term, the class will analyze a wide variety of business cases to develop their analytical skills and strategic thinking. In teams, students will engage in discussions and apply analysis tools to review internal and external environments, business models and current business trends. They will apply the knowledge and tools that they have gained to develop innovative and feasible solutions to multidisciplinary challenges faced by organizations and present these recommendations to their fellow students.

During the course, the following themes will be covered through lectures and group discussions:

- Business problem and opportunity identification
- Current industry trends and environmental analysis
- Business models and growth strategies
- Presentation narrative and storytelling

Bringing outside knowledge and experience is a necessary component for providing feasible strategic recommendations. Time spent on research of current events, developing additional business acumen, and/or world knowledge is not mandatory. However, it is strongly encouraged in order to excel during the case analysis process.

MBA CASE COMPETITIONS

The Asper MBA program participates in multiple case competitions each year. Selection for competitions will occur during/following the course. Competition teams will be composed of students currently enrolled or those who have previously enrolled. Selected students will be enrolled in the MBA Business Case Competitions Course. Any exceptions made will be at the discretion of the instructors.

It is possible that some students in the course will not be chosen to represent the Asper School in any of the case competitions for which selection will be done via the course. It is also possible that some students may be chosen to represent the Asper School at more than one competition. The instructor will have the discretion to make the team selection decisions based on their assessment of the students in the course and the needs of the competitions.

COURSE OBJECTIVES

The objectives of this course will enable students to demonstrate:

- Strengthen your understanding of the case analysis framework.
- Enhance your problem solving skills as you work through multidisciplinary business challenges.
- Improve your ability to develop and defend strategic solutions to complex business issues.
- Develop your interpersonal skills, working under constraints, in a team based environment.
- Provide you with a professional and persuasive presentation style.

AACSB Assurance of Learning Goals and Objectives.			
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.			
	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.	✓	Students will learn how to analyze business through the case method and develop strategic recommendations.
	A. Students are able to identify situations where strategic thinking is necessary.	✓	
	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.	✓	International Business Cases will be used to practice. Students will learn how to develop implementation plans for organizations based around the world.
	A. Students have an awareness of global diversity, and multicultural awareness.	✓	
	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.	✓	Students will encounter ethical decisions in the context of the case analysis i.e. corporate social responsibility
	A. Students demonstrate an understanding of the responsibility of business in society.	✓	
	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.	✓	All cases contain quantitative data and financial analysis will need to be performed.
	A. Students are able to identify that a problem containing a quantitative aspect exists.	✓	
	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

As classes will be delivered synchronously via videoconferencing (Zoom), a device enabled with a camera and microphone is required. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

Practice case studies will be provided for student use in order to prepare them for competitions.

COURSE ASSESSMENT

Assignments are expected to be on time unless prior approval has been received from the professor. Student progress will be assessed through the following:

Assessment	Allocation	Due Date	Description	Determination
Participation	25%	Throughout the term	<ul style="list-style-type: none">· As an experiential course, this class is highly participatory. Students are asked to read cases in advance of class, thoughtfully contribute in class discussions, actively participate in team activities and demonstrate commitment to learning outside of class (latest business trends, current affairs etc.)	Determined by the instructor
Strategy Video	10%	September 21 by 11:59pm (submit to judy.jayasuriya@um anitoba.ca)	<ul style="list-style-type: none">· Create a 90 second video highlighting a strategy solution to an organization's challenge· Rubric and organization will be provided on August 30	Determined by the instructor
Data Analysis Assignment	10%	September 7 by 11:59pm (submit to judy.jayasuriya@um anitoba.ca)	<ul style="list-style-type: none">· Assignment (data set and qualitative material) will be shared on September 1	Determined by the instructor
Prepared Case 1	5%	September 15 (in class presentations). Presentation deck due at 6pm.	<ul style="list-style-type: none">· In teams, students will have 1 week to analyze a case. Following this there will be a 20 min presentation and a 10 min question period.· Students will be assigned teams.· Presentation rubric will be provided in class. Students will be expected to cover analysis, alternatives, recommendation, implementation and contingency.	Determined by the instructor and adjusted based on peer evaluation 1

Peer Evaluation 1	5%	September 16 by 11:59pm (submit to judy.jayasuriya@um.anitoba.ca)	<ul style="list-style-type: none"> · Students will complete a peer evaluation form based on their prepared case practice on September 15 and allocate grades to their peers. · Peer evaluation form will be provided in class and must be entirely filled out to be considered complete. 	Determined by student's team
Traditional Case 1	5%	September 18 (times are listed in the class schedule section of this course outline)	<ul style="list-style-type: none"> · In teams, students will have 2.5 hours to analyze a case. Following this there will be a 20 min presentation and a 5 min question period. · Students will be assigned teams. · Presentation rubric will be provided in class. Students will be expected to cover analysis, alternatives, recommendation, implementation and contingency. 	Determined by the instructor and adjusted based on peer evaluation 2
Traditional Case 2	5%	September 18 (times are listed in the class schedule section of this course outline)	<ul style="list-style-type: none"> · In teams, students will have 90 mins to analyze a case. Following this there will be a 20 min presentation and a 5 min question period. · Students will be assigned teams. · Presentation rubric will be provided in class. Students will be expected to cover analysis, alternatives, recommendation, implementation and contingency. 	Determined by the instructor and adjusted based on peer evaluation 2
Peer Evaluation 2	5%	September 19 by 11:59pm (submit to judy.jayasuriya@um.anitoba.ca)	<ul style="list-style-type: none"> · Students will complete a peer evaluation form based on their two traditional case practices on September 18 and allocate grades to their peers. · Peer evaluation form will be provided in class and must be entirely filled out to be considered complete. 	Determined by student's team
Final Exam	30%	September 26 (times are listed in the class schedule section of this course outline)	<ul style="list-style-type: none"> · In teams, students will have 2.5 hours to analyze a case. Following this there will be a 20 min presentation and a 10 min question period. · Students are able to form their own teams of 4-5 students per group. · Presentation rubric will be provided in class. Students will be expected to cover analysis, alternatives, recommendation, implementation and contingency. 	Mark will be composed of individual performance and group performance and will be determined by the instructor (with assistance of an external judging panel)

Note: Late assignments will not be accepted.

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

NOTE: 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

The course schedule is as follows:

- Class 1: Monday, August 30 (6:15pm - 10pm)
- Class 2: Wednesday, September 1 (6:15pm - 10pm)
- Class 3: Wednesday, September 8 (6:15pm - 10pm)
- Class 4: Friday, September 10 (6:15pm - 10pm)
- Class 5: Monday, September 13 (6:15pm - 10pm)
- Class 6: Wednesday, September 15 (6:15pm - 10pm)
- Class 7: Saturday, September 18
 - **Case 1:**
 - Group 1: 8am-10:30am (prep time), 10:35am-10:55am (presentation), 10:55am-11am (question period), 11am-11:20am (debrief)
 - Group 2: 8:50am-11:20am (prep time), 11:25am-11:45am (presentation), 11:45am-11:50am (question period), 11:50am-12:10pm (debrief)
 - Group 3: 9:40am-12:10pm (prep time), 12:15pm-12:35pm (presentation), 12:35pm-12:40pm (question period), 12:40pm-1pm (debrief)
 - Group 4: 10:30am-1pm (prep time), 1:05pm-1:25pm (presentation), 1:25pm-1:30pm (question period), 1:30pm-1:50pm (debrief)
 - Group 5: 11:20am-1:50pm (prep time), 1:55pm-2:15pm (presentation), 2:15pm-2:20pm (question period), 2:20pm-2:40pm (debrief)
 - **Case 2:**
 - Group 1: 1:10pm-2:40pm (prep time), 2:45pm-3:05pm (presentation), 3:05pm-3:10pm (question period), 3:10pm-3:30pm (debrief)
 - Group 2: 2:00pm-3:30pm (prep time), 3:35pm-3:55pm (presentation), 3:55pm-4:00pm (question period), 4:00pm-4:20pm (debrief)
 - Group 3: 2:50pm-4:20pm (prep time), 4:25pm-4:45pm (presentation), 4:45pm-4:50pm (question period), 4:50pm-5:10pm (debrief)
 - Group 4: 3:40pm-5:10pm (prep time), 5:15pm-5:35pm (presentation), 5:35pm-5:40pm (question period), 5:40pm-6:00pm (debrief)
 - Group 5: 4:30pm-6:00pm (prep time), 6:05pm-6:25pm (presentation), 6:25pm-6:30pm (question period), 6:30pm-6:50pm (debrief)
- Final Exam: Sunday, September 26
 - Group 1: 2:00pm-4:30pm (prep time), 4:35pm-4:55pm (presentation), 4:55pm-5:05pm (question period)

- Group 2: 2:35pm-5:05pm (prep time), 5:10pm-5:30pm (presentation), 5:30pm-5:40pm (question period)
- Group 3: 3:10pm-5:40pm (prep time), 5:45pm-6:05pm (presentation), 6:05pm-6:15pm (question period)
- Group 4: 3:45pm-6:15pm (prep time), 6:20pm-6:40pm (presentation), 6:40pm-6:50pm (question period)
- Group 5: 4:20pm-6:50pm (prep time), 6:55pm-7:15pm (presentation), 7:15pm-7:25pm (question period)

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 18 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 Behavior

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 misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct 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 misconduct. 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 misconduct 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

MBA Case Competition Coaches

Judith Jayasuriya has been with the University of Manitoba for over a decade with progressive experience in several institutional departments. Most recently, she served as the Business Manager for Undergraduate Medical Education in the Max Rady College of Medicine and prior to this Judy was the Interim Director of Alumni Relations where she led cross-functional teams to plan and execute advancement initiatives including the launch of the Front and Center Campaign.

Aditya Kedia is an MBA graduate from Asper School of Business and holds a master's degree in Electrical Engineering. He is Senior Manager, Business Intelligence for Field Operations at Bell MTS and has over 10 years of combined experience in data analytics, operations, real estate development, software engineering and market research. He is an avid supporter of Liverpool Football Club.

Arly Akerstream is a Customer Marketing Manager with Labatt Brewing Company. She is an MBA graduate from Asper School of Business. Arly is Acting President of Beyond Borders ECPAT Canada, a national advocacy nonprofit organization focused on ending child sexual exploitation.