

GMGT 7210 (G01) (3.0 CH)
STRATEGY
FALL 2020

INSTRUCTOR

Name:	Dr. Parshotam Dass	Office Location:	408 Drake
Phone:	(204) 474-6340	Office Hours:	After the class for one hour and by appointment
Email:	p.dass@umanitoba.ca	Class Room:	Online on Zoom
		Class Time:	Monday, 6:15–9:30 pm

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 MBA is the highest degree of education that most managers get. Therefore, MBA 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.

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 throughout this course.

	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.	✓	Entire course
	C. Students are able to perform a basic strategic analysis.	✓	Entire course
	D. Students are able to recommend strategic alternatives and their implementations.	✓	Entire course
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	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.		
	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.		
	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

In addition to readings at UM Learn, a course package will be available from Ivey Publishing. All students are required to purchase the original case package. Further instructions for accessing it will be available at UM Learn. As the classes will be conducted through Zoom video-conferencing software, each student is required to have a laptop or a desktop computer with camera and access to the internet along with video and audio (microphone and speakers) working.

COURSE ASSESSMENT

Student progress in the course will be assessed based on six components: an AACSB test, an individual reflection paper; class contribution in the discussion of readings and cases, two case analysis presentations, and a comprehensive final written exam. 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 page 14). *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 or violate other guidelines (e.g., minimum and maximum weights allowed, sum of weights equal to 100), the following weights will apply:*

AACSB Test (individual)	5%
Reflection paper based on your experience (individual)	5%
Class contribution (individual)	10%
First Case Analysis Presentation (team)	15%
Second Case Analysis Presentation (team)	25%
Comprehensive Final Exam (individual)	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

NOTE:

1. The professor reserves the right to curve the grades.

2. Class attendance is required. Missing more than 20% of the classes in this course may result in a failing grade. It is your responsibility to inform the 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, you should raise questions about the issues addressed in the readings/cases 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 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 articles, cases, viewing Internet video, integrating the readings and the cases, 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. In general, we encourage the use of full sentences instead 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 MBA program.

This course was introduced for MBA 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.

Class Schedule

Here is the basic sequence of topics for our class discussions for the semester. 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.

Note: All assignments are due 24 hours before the beginning of class, unless indicated otherwise.

<u>Class</u>	<u>Date</u>	<u>Topic</u>
1	September 21, 2020	Introduction to the course (see details on page 19 of this course outline) Multifunctional team sheet to be completed in class (Exhibit 1) Reading 1: General Guidelines for Case Analysis Reading 2: What is Strategy?
2	September 28, 2020	Strategic Management Process Reading 3: Growing the Strategy (HP Singapore) Reading 4: Case Evaluation Contract due (Exhibit 2)
3	October 5, 2020	External Assessment Reading 5: Opportunity Recognition as Pattern Recognition Video Case Executive Guest Speaker
	October 12, 2020	Thanksgiving Day (No class)
4	October 19, 2020	Internal Assessment Reading 6: Looking Inside for Competitive Advantage Reading 7: Appendix Reading 8: Case Executive Guest Speaker
5	October 26, 2020	Business Level Strategies Reading 9: Case Case Analysis Presentations
6	November 2, 2020	Strategies in High Technology Environment Reading 10: Case Case Analysis Presentations
	November 9-13, 2020	Fall Break (including Remembrance Day on November 11; No class)
7	November 16, 2020	Strategies in the Global Environment Reading 11: Case Case Analysis Presentations
8	November 23, 2020	Corporate Level Strategies Reading 12: The Turnaround of General Electric Executive Guest Speaker
9	November 30, 2020	Visit to the Head Office of a Company (if possible) Second Case Analysis Presentations by Multifunctional Teams to the Top Management Team of the Company about its Future Strategies and their Implementation
10	December 7, 2020	Pulling it All Together: Thesis and Antithesis; and Synthesis for Yourself Reading 12: Jack Welch's version of GE; Tom O'Boyle's version of GE Reading 13: A Comparison of Costco to Wal-Mart's Sam's Club Video Case: Is Wal-Mart good for America? Course Evaluations
	Monday, December 14, 2020 6.15-9.15 p.m. (Date and time suggested; to be confirmed)	Comprehensive Final Exam

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

PERFORMANCE ASSESSMENT

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

- i) AACSB test
- ii) reflection paper based on your experience (individual)
- iii) class contribution (individual)
- iv) comprehensive final examination (individual)
- v) first case analysis presentation (multifunctional team), and
- vi) second case analysis presentation (multifunctional team)

I. 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 Reflection Paper

Each student is required to submit one reflection paper during the semester. There will be a minimum of 5% weight for the reflection paper.

1. The reflection paper is expected to be **only one page long**, written in **double space using 12 point font** Times New Roman. Be sure to limit your paper to one page. If it is more than one page, only the first page will be used.
2. You may submit the reflection paper for **any one of the classes from 2-7**. It should relate to the topic of the class for which it is submitted and use its readings, cases, and other materials. As you know, one needs to understand theory for applying it to cases. Therefore, go through all the readings/cases, reflect on the issues that you think are important from the readings, and synthesize them into one critical point (key idea) that resonates with you rather than summarizing several points from each article separately.
3. While writing the reflection paper, **express your key idea in 1-2 lines. Then, for the rest of the paper, write a vivid and specific example from your experience that illustrates your critical point in the paper.** 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. Keep in mind that rather than express many disparate ideas in the reflection paper, it will be best if you can integrate important points in one coherent theme and illustrate it with one interesting, vivid example from your work-experience that may have high likelihood of sticking in other students' minds.
4. **Submit a soft copy of the reflection paper at UM Learn 24 hours before the class and a hard copy at the beginning of the class.** Please do not write your student number (please do write your name) in the reflection paper and in the file name, as I may 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-RP-Class3. In addition to bringing a hard copy of the paper for me, please bring a hard copy of the reflection paper to the class for yourself as well.

5. **Be sure to discuss the ideas from your reflection paper in the class.** This is how other students in the class can learn from your experience and you can learn from their experience.

Please feel free to ask if you have any questions on the reflection paper.

III. 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 based on the instructor's evaluation of each student's contribution. Please keep in mind that the quality of class contribution is more important than the quantity. Further details of the class contribution aspect of performance evaluation are provided on page 16 (next to the 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 send me a copy of the article and your summary. 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 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 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 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 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 readings and the case.

Similar to the reflection papers, 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.

IV. Individual Comprehensive Final Examination

This written examination will be held on the date set by the Graduate/MBA Program Office. The final exam will consist of a long case (about 20 pages) with several questions, along with instructions on the conduct of the exam. The students will be expected to read the case (during the exam) and then answer the questions. The exam questions 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 the reflection paper, presenting the cases, 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 a 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 analysis of other assignments (see below) will be conducted in the team, where individuals can bring together knowledge from their perspectives and favourite areas, formulate different alternatives, and recommend one solution by going through the process of negotiation, bargaining, and compromise.

V. Multifunctional Team Projects

Working with other people is fundamental to business, and to the practice of Strategy. Therefore, as mentioned above, each student in this section will be required to form a multifunctional (i.e., consisting of different major areas) study team for the following purposes (Students are expected to form their teams but the instructor may facilitate the process if there is need. Each team is expected to have 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 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. **Case Analysis Presentations.** Each team is expected to present two case analysis presentations. During your presentations, you are expected to not read from a paper or a computer screen. Instead prepare PowerPoint slides and put your ideas in the form of bullet points (not full sentences) that you can develop during your presentation. Make sure your slides are not congested (i.e., there is not too much text on each slide). The audience should be able to easily read the text in the slide without rushing so they can pay attention to your idea. Please take a look at the class schedule for the cases. Further guidelines will be provided during the semester.

Deadlines

All assignments must be submitted by the deadlines in the format provided. Assignment submissions that are late and/or violate format specifications may be penalized as follows. Late submissions, including those delayed by computer-related difficulties, will be penalized ten percentage points for every 24 hour period (one day), or portion thereof. For example, a student who earns a score of 80% on his/her paper will receive a score of 70% if the paper was submitted one day late.

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 are expected to 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.

A well-functioning study team can add a great deal to the learning experience and enjoyment of this course! The multifunctional team sheet (Exhibit 1) must be completed and submitted as per the Class Schedule (on the first day of class).

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 delivering the course effectively to you.

Email protocol

If you have any question at any time, please feel free to contact me by email (p.dass@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. You can also call me at my office number (204-474-6340). 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. As an alternative, please send me an email and we can arrange a Zoom meeting or phone call.

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.

For video-conferencing classes: Each student is required to have a computer with video and audio (microphone and speakers) working. Attending a class requires a student to be present *on video and audio* and involved in the class activities for the entire duration of the class.

Other activities during classes

Please make sure that you switch off electronic gadgets such as cellular phones before entering the classroom. If you are using a laptop or computer-tablet (e.g., iPad) in the classroom for the slides as they being discussed in the class, your focus still is expected to be on the relevant activities as directed by the instructor. Please keep in mind that the instructor may ask the students to use their computers at some time; he may also ask the students to close their computers at other times. During the class, students are not expected to work on emails, texting, or other activities relating to this or other classes (such as preparing for an exam or writing a paper).

MULTIFUNCTIONAL TEAM SHEET

Strategy, GMGT 7210

Fall 2020

TEAM

Working with other people is fundamental to business, and to the practice of Strategy. 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. **Case Analysis Presentations.** Each team is expected to present two case analysis presentations. During your presentations, you are expected to not read from a paper or a computer screen. Instead prepare PowerPoint slides and put your ideas in the form of bullet points (not full sentences) that you can develop during your presentation. Make sure your slides are not congested (i.e., there is not too much text on each slide). The audience should be able to easily read the text in the slide without rushing so they can pay attention to your idea. Please take a look at the class schedule for the cases. Further guidelines will be provided during the semester.

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 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 (during the 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)

MULTIFUNCTIONAL TEAM MEMBERSHIP

MBA Strategy
Fall 2020

Team Number _____

Please write your NAME

EMAIL ADDRESS

PHONE NUMBER

MAJOR

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

* Contact person for this group

Please note that we have not yet decided the number of students per team, which will depend on the total number of students in the class. We would like to make the teams as balanced as possible (i.e., we would like about the same number of students in each team). We'll finalize the teams on the first day of the class. In the interest of achieving an effective and enjoyable team for this course, please be sure to discuss various issues with your colleagues *before* making your team, such as:

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 at UM Learn by Class 2)
INDIVIDUAL EVALUATION CONTRACT

MBA Strategy
Fall 2020

Section G01

Final grades for the Strategy Course will be based on six components (see below). The weighting of these six 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 or violate other guidelines (e.g., minimum and maximum weights allowed, sum of weights equal to 100), the default weights will apply as given below*** (If you would prefer to use the default contract, please let the instructor know so he does not think that you forgot to submit the contract).

Please understand that any *outside* help that is received 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 submitted by Class 2 at UM Learn and may not be altered later. An electronic template of this contract is available in Excel format at UM Learn. Please complete and submit it there. As you know, you will get a receipt when you submit it at UM Learn. There is no need to submit a hard copy.

	<u>Minimum</u>	<u>Maximum</u>	<u>Default</u>
AACSB Test	5%	5%	5%
Reflection Paper (individual)	5%	10%	5%
Class Contribution* (individual)	5%	10%	10%
Case Analysis Presentation 1 (team)	10%	15%	15%
Case Analysis Presentation 2 (team)	25%	30%	25%
Comprehensive Final Exam (individual)	35%	45%	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.

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. All students are expected to prepare and use their name plates at all times during the 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 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 high 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 low credit. To earn higher 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 highest 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

UNIVERSITY OF MANITOBA
ASPER SCHOOL OF BUSINESS

GMGT 7210

Team Assignment Grade Allocation Contract (EXAMPLE)

Section G01 Team Number 1

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: (Check as applicable).

- 1. To the Case Analysis Presentation 1
- 2. To the Case Analysis Presentation 2

You may submit separate contracts if allocation varies for different projects.

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

Total = 100 multiplied by number of team members = 400

EXHIBIT 5

UNIVERSITY OF MANITOBA
ASPER SCHOOL OF BUSINESS

GMGT 7210

Team Assignment Grade Allocation Contract

Section G01 Team 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. Even though students may have higher than 100% allocation, no student can receive more than 100% final score in any assignment.

This contract applies: (Check as applicable).

- ___ 1. To the Case Analysis Presentation 1
- ___ 2. To the Case Analysis Presentation 2

You may submit separate contracts if allocation varies for different projects.

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

Total = 100 multiplied by number of team members = _____

GMGT7210: STRATEGY
CLASS 1
THE CAPSTONE COURSE: AN INTRODUCTION

Due: Using template provided at UM Learn, please complete biosheet and upload it on UM Learn before Class 1.

Note: Always use your University of Manitoba email account for any correspondence with the instructor as required by email policy of the University.

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

Names of Multifunctional Team Members (to be completed in class).

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

Course Outline

Key questions to reflect on at the beginning:

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?

Why do some organizations perform better than others?

General Case Analysis Guidelines (available in the course package and at UM Learn). Question: How would you analyze a case for business policy and strategy in general?

What is Strategy? Harvard Business Review Article by Michael Porter (available in the course package to be purchased from the University of Manitoba Bookstore).

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 Manitob

Parshotam Dass

Associate Professor

Department of Business Administration

I.H. Asper School of Business

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 U.S. Academy of Management, and has presented and discussed papers, organized symposia, chaired sessions, and participated in panel discussions in various conferences. He co-edited *Readings in Strategic Management* (Pixel Press, 1993). His writings have appeared in the *Academy of Management Executive*, *Competitiveness Review*, *Human Relations*, *Journal of Business Research*, *Journal of Organizational Change Management*, *Journal of Small Business Management*, *Long Range Planning*, *Research Policy*, *Simulation & Gaming*, and *Technovation*, among others, and have been used by MBA 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 following journals: *Journal of Management*; *Journal of Management Studies*; *Long Range Planning*, *International Entrepreneurship and Management Journal*; *Equality, Diversity and Inclusion*; and the *Nepalese Journal of Agricultural Economics*. He has acted as Academic Reviewer, Program Chair, and Division Chair of the Strategy Division of the Administrative Sciences Association of Canada. He has been a member (for academic years 2003-2005 and 2014-2017) and chair (for academic year 2002-2003) of the Asper School's MBA Program Committee. He received University of Manitoba Teaching Merit Awards in 1999, 2009 and 2019, and the Asper School of Business Associates' Achievement Awards in 2010 and 2019. 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.

Dr. Dass' research interests include organizational ambidexterity, spinouts, institutional complexity, institutional logics, rhythm of strategic change, strategic management processes, configurations of strategies and resources, diversity and inclusion, and coping with ambiguity. He is particularly interested in how organizations deal with tensions and paradoxes to bring strategic ambidexterity at various levels—corporate, network, business unit, team, and individual. Managers may use various heuristics to deal with rule changes in environments to bring their synthesis across various contradictions such as simplicity vs. complexity, homogeneity vs. diversity, efficiency vs. flexibility, explorative vs. exploitative learning, low cost vs. differentiated competitive strategy, incremental vs. radical innovation, evolutionary vs. revolutionary change, and regular vs. irregular rhythm of change, among others.

Dr. Dass' teaching interests are in Administrative Policy, Business Policy, Strategy, Strategic Management, Policy and Strategy, Foundations of Strategic Management Research, and Doctoral Seminar in Strategic Management.