

GMGT 7210 (G01) (3.0 CH) STRATEGY SUMMER 2022

INSTRUCTOR

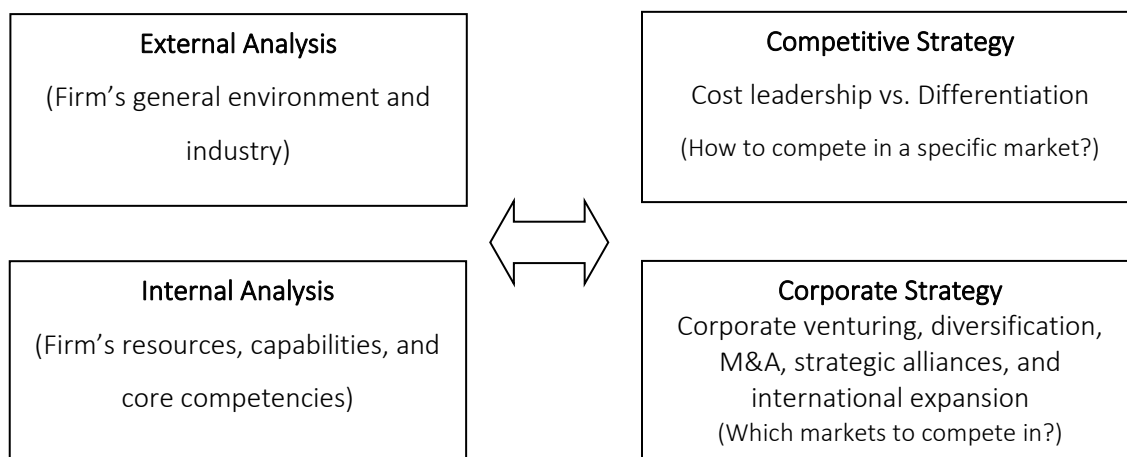
Name:	Dr. Xiumei Li (she/her)	Office Location:	418 Drake
Office Phone:	(204) 474-6406	Office Hours:	M 5:00–6:00pm (by appointment)
Email:	Xiumei.Li@umanitoba.ca	Class Room:	530 Drake
		Class Time:	M 6:15–9:30pm

COURSE DESCRIPTION

This course is introduced for MBA students to view the organization as a whole and to understand how different functional areas work together to determine the success of an organization. It aims to equip students with a set of conceptual tools of strategic analysis and practice them through case discussion. This course is organized in three modules:

- In Module I (Week 1-3), we will investigate strategy analysis from both external and internal perspectives.
- In Module II (Week 4-5), we will investigate strategy formulation from competitive strategy perspective by focusing on two major business strategies—cost leadership and differentiation and competitor analysis.
- In Module III (Week 6-10), we will investigate strategy formulation from corporate strategy perspective by focusing on five major scenarios—corporate venturing, diversification, mergers & acquisitions, strategic alliances, and international expansion.

Accordingly, the overall organization of the course topics can be shown hierarchically, as follows. If you are ever confused about where we are in the course or how the current topic is connected to the overall scheme of the course, please refer back to this chart.



COURSE OBJECTIVES

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 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.		
	A. Students are able to identify situations where	✓	Entire course

	strategic thinking is necessary.		
	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.	✓	Entire course
	B.Students have an awareness of different global perspectives.	✓	Entire course
	C. Students have been exposed to global business environments through course materials	✓	Entire course
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.	✓	Entire course
	C. Students demonstrate moral development in ethical decision making.	✓	Entire course
	D. Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics.	✓	Entire course
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.	✓	Entire course
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.	✓	Entire course
	D. Students are able to interpret the results of a financial analysis.	✓	Entire course

COURSE MATERIALS

In addition to readings on UM Learn, a case package will be available from Harvard Business Publishing. All students are required to purchase the original case package. Further instructions for accessing it are available on UM Learn.

If you have never taken a course in the strategic management area, you may benefit from using the following book, which we use in the undergraduate strategy course. This book is recommended but not required:

Strategic Management Theories: An Integrated Approach (Canadian Custom 13th edition) by Hill, Schilling, and Jones. Nelson. Paperback, available from the University of Manitoba Bookstore. As an alternative, you could use *Strategic Management Theory* by Hill, Schilling, and Jones, 12th or 11th edition, Cengage Learning (softcover). These editions should be available from most online bookstores.

COURSE ASSESSMENT

Student progress in this course will be assessed based on five components:

Grading Component		Weight
Class Participation (Individual)	-	20%
Reflection Paper (Individual)	-	5%
Midterm Case Analysis (Team)	-	30%
Consulting Report Presentation (Team)	-	10%
Final Case Analysis (Individual)	-	35%
Total	-	100%

Final grades will be assigned as follows. The instructor reserves the right to curve the grades.

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

Class Participation (20%): The grade for a student's class participation will be based on three factors: 1) the number of the student's participation in class discussions, 2) the quality of his/her participation, and 3) the student's professionalism and attitude in the class.

- To earn participation credits, you must demonstrate the following (from less to more important contributions):
 - Factual contributions that help to organize basic information into useful format
 - Synthesis beyond the basic case facts, such as connecting two or more pieces of information, or conducting some analysis to draw a sound conclusion
 - Real and novel insight into the key issues of the case, and/or recommend detailed, well-supported actions to address the strategic challenges involved
- 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.

- Participation in small group discussion, experiential exercises, 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.
- A student's participation credit may be discounted due to their absences in class, coming late or leaving early, apparent lack of participation in group activities, or other such reasons. A student may also lose participation credits for instances in which they prove to be insufficiently prepared for class, commit disrespectful or unprofessional behaviors, or make comments that are obviously flippant or clearly out of line of a discussion.
- There is no participation credit for simply being present in class. Even with perfect attendance, students who do not participate at all during class discussions will receive a zero for class participation.

Reflection Paper (5%): Each student is required to submit **one** reflection paper during the term.

- The reflection paper is expected to be one page long, written in single space using 12 point font Times New Roman with 1 inch margin. Be sure to limit your paper to one page. If it is more than one page, only the first page will be evaluated.
- You may submit the reflection paper for any one of the classes from 2-9. It should relate to the topic of the class for which it is submitted. You are advised to go through all the readings of the class, reflect on the issues that you think are important from the readings, and select one critical point (key idea) that resonates with you. Please **DO NOT** provide a summary of your readings.
- The paper should have a coherent theme. While writing the reflection paper, express your key idea briefly first. Then, for the rest of the paper, write a vivid and specific example from your experience that illustrates your key idea in the paper. The point is to provide details rather than simply scratching the surface of the example. 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.
- Upload a copy of the reflection paper to the Reflection Paper folder on UM Learn by 11:59 p.m. the day before the class. It will be helpful if you can use a short and appealing title that summarizes the key idea (e.g., Opportunity in the eyes of the beholder). Please use the file name as follows: First Name-Family Name-RP-Class2.
- 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.

Midterm Case Analysis (30%): The midterm exam of written case analysis is **team** based and will be available in the class on the date indicated in the Class Schedule. Additional exam instructions will be given at that time, along with guidelines regarding how to write a case analysis report. 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.

Consulting Report Presentation (10%): Your **team** is expected to identify a PAIR of real companies, in Winnipeg or outside, and present a consulting report on the competitive dynamics of the two companies. Following the provided structure, your presentation will cover at least external and internal assessment, key issues facing the two companies, and strategic recommendations (focused

on one company). This project is for you to demonstrate your ability to apply what you have learned in this course to practice. In addition to the presentation slides, your team needs to submit a written report (one page, single spaced, 12 point font Times New Roman, 1 inch margin) that explains your strategic recommendations only.

Final Case Analysis (35%): The final exam of written case analysis will be held on the date set by the Graduate/MBA Program Office. Additional instructions on the exam will be given at that time. The structure of this case analysis is the same as you follow for your midterm exam; the only difference is that it is **individual** based.

- This exam 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 will be conducted in the team, where individuals can bring together knowledge from their perspectives and favorite areas, formulate different alternatives, and recommend one solution by going through the process of negotiation, bargaining, and compromise.
- The best preparation for the exam is mastering materials for each class well in time before class, writing the reflection paper, analyzing the cases, presenting the cases, and actively participating in class discussions.

COURSE SCHEDULE

The class schedule is subject to modification as we go along during the term. The instructor reserves the right to change the scheduled case or reading by notice at the preceding class.

Class	Date	Topic and Readings
Module I: Strategy Analysis		
1	May 2, 2022	Introduction to the course Multifunctional team sheet to be completed in class Readings: <ul style="list-style-type: none"> • Case Analysis, Presentation, and Writing Format • Guidelines for Analyzing and Writing Cases • Porter, 1996 HBR
2	May 9, 2022	External Analysis Readings: <ul style="list-style-type: none"> • Porter, 2008 HBR • Five Forces Model Wiki E-book, Chapter 2

		<ul style="list-style-type: none"> • <u>Case: The Indian Sugar Industry</u>
3	May 16, 2022	Internal Analysis Readings: <ul style="list-style-type: none"> • Barney, 1995 AMP • Grant, 1991 CMR • <u>Case: Airbnb, Inc.</u>
Module II: Strategy Formulation – Competitive/Business Strategy		
4	May 30, 2022	Business Strategy Readings: <ul style="list-style-type: none"> • Five Forces Model Wiki E-book, Chapters 3 & 4 • Ghemawat & Rivkin, 2006 HBR • <u>Case: Trader Joe's</u>
5	June 6, 2022	Competition and Competitor analysis Readings: <ul style="list-style-type: none"> • D'Aveni, 2007 HBR • Chen & Leong, 2005 • <u>Case: Uber vs. Didi</u> Midterm exam case available in class
Module III: Strategy Formulation - Corporate Strategy		
6	June 13, 2022	Corporate Venturing Readings: <ul style="list-style-type: none"> • Lerner, 2013 HBR • Amit & Zott, 2012 • <u>Case: Microsoft Surface</u>
7	June 20, 2022	M&A and Strategic Alliances Readings: <ul style="list-style-type: none"> • Christensen et al., 2011 HBR • Kanter, 1994 HBR • <u>Case: The Walt Disney Company and Pixar, Inc.</u>
8	June 27, 2022	Diversification Readings: <ul style="list-style-type: none"> • Markides, 1997 HBR • <u>Case: Elon Musk's Big Bets</u> Midterm exam case report due one day before the class Team presentation of the midterm case in class
9	July 4, 2022	International Expansion Readings: <ul style="list-style-type: none"> • Ghemawat, 2001 HBR • Porter, 1990 HBR • Suarez & Lanzolla, 2005 HBR • <u>Case: Canopy Growth Corporation</u>
10	July 11, 2022	Pulling it all together Team consulting report presentation Course evaluation
Final Exam as per university schedule		

COURSE POLICY

Deadline: All assignments must be submitted by the deadlines. Assignment submissions that are late will be penalized as follows.

- Late submissions, including those delayed by computer-related difficulties, will be penalized ten percentage points for every one day late. For example, a student who earns a score of 80% on his/her paper will receive a score of 70% if the paper is submitted one day late. Late less than 24 hours will be considered one day late.
- Exceptional circumstances which might jeopardize your ability to meet deadlines must be brought to the 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.
- A well-functioning study team can add a great deal to the learning experience and enjoyment of this course. The multifunctional team sheet must be completed and submitted as per the Class Schedule (on the first day of class).

Email protocol: If you have any question at any time, please feel free to contact me by email, making sure that you start with GMGT 7210 in the subject line. This will flag the message for priority reading on my end.

Meeting protocol: If you would like to talk to me, you may do so during my office hours when I will give you my undivided attention. Please make an appointment in advance to avoid time overlaps with other students. If you can't find a time during my office hours, please send me an email and list a couple of times that work for you. I will try to arrange a time that is convenient for both of us. Zoom meeting is an alternative option.

Attending classes: 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 term. You are expected to attend all classes. At a minimum, 80 percent attendance is required to complete the course.

Other activities during classes: Please make sure that you switch off electronic gadgets such as cellular phones before the class. Your focus is expected to be on the relevant activities as directed by the instructor.

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

Instructions and forms to apply for human ethics approval can be found at:
<http://umanitoba.ca/research/orec/ethics/guidelines.html>.

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, MFin, MScM, 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

Xiumei Li, Ph.D.

Department of Business Administration

I.H. Asper School of Business

Dr. Xiumei Li earned her Ph.D. degree in Strategy from Drexel University in Philadelphia in 2020. She joined the Asper School of Business in July 2020. Before starting the academic career, she worked in the media industry and was a market research analyst. She has taught Strategy, Management Simulation, Management and Organization Theory, and Entrepreneurship courses at both Drexel University and the University of Manitoba. Her current research focuses on understanding how entrepreneurs mobilize resources (e.g., from VCs, users) to pursue opportunities in the contexts of high-tech industries and digital platforms. Her work has been published in the *Journal of Business Venturing* and included in the *Academy of Management Best Paper Proceedings*. Dr. Li currently serves as an ad-hoc reviewer for the *Asia Pacific Journal of Management*, the *Journal of Business Venturing*, and *Strategic Entrepreneurship Journal*. She is also an active reviewer for the Academy of Management annual conference since 2015.