DEPARTMENT OF BUSINESS ADMINISTRATION
FACULTY OF MANAGEMENT
WINTER 2021 –ONLINE VIA CISCO WEBEX

COURSE OUTLINE
GMGT 4010 –A03 ADMINISTRATIVE POLICY

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INSTRUCTOR

Sean MacDonald
Phone: 204-291-0573

I have included my personal cellphone number in order to be accessible. Please be advised I greatly prefer communication via email outside of class and office hours. If urgent circumstances arise, contact me via cellphone outside of office hours.

Email: sean.macdonald@umanitoba.ca
Term dates: January 18 – April 13, 2021
A03: Monday/Wednesday 10:00-1:15 a.m. Online Cisco WebEx (the delivery may change to Zoom)
Credit Hours: 3
Office Hours: 11:30 am – 12:30 pm Monday and Wednesday or by appointment.

PRE-REQUISITES

Prior to being admitted to GMGT 4010, students must be in Year 4, in the final term prior to graduation in the Asper School and have successfully completed (with a minimum grade of (D) in each course) all 30 credit hours of courses specified in Year 2 of the 4-Year Program.
Prerequisite or Concurrent Requirement: all remaining core courses specified in Year 3 and 4 of
Welcome to the world of Administrative Policy! (Please note that if you do not meet the above-mentioned conditions, you may not be fully prepared to take the class. Therefore, I recommend that you drop the course and return when you have completed these requirements).

REQUIRED MATERIALS

As the classes will be conducted through Cisco-WbEx 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. Students are required to turn their camera and audio on or off whenever asked by the instructor.

In addition, there are three parts to the course materials:

(a) The textbook is *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 the *Strategic Management Theory* by Hill, Schilling, and Jones, 12th or 11th edition, Cengage Learning (softcover).

(b) A case package is available for purchase at the Ivey Publishing website. Here’s the link: https://www.iveycases.com/CoursepackView.aspx?id=28282

Further instructions for purchasing the case package will be available at UM Learn. Please note that the case package will not be available at the bookstore.

(c) Class Readings file available at UM Learn. All students are required to purchase the textbook and the original case package.

Please respect copyright laws. Photocopying textbooks or other reading material is a violation of copyright laws and is unethical, unless permission to copy has been obtained.

COURSE DESCRIPTION

This capstone course allows students to integrate the knowledge that they have acquired about the functioning of complex organizations. It was introduced for the students to view the organization as a whole and to understand how different "pieces of the (organizational) puzzle" fit together. In other words, the attempt is to see how different internal and external systems and processes 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 organizational levels. If you are interested in why some organizations succeed while others fail, this course will be valuable to you. The perspective throughout the course is that of the general manager with responsibility for all aspects of the overall organization as compared to the manager of a functional area such as marketing, finance, or human resource management.

COURSE OBJECTIVES

1. To understand the concepts of strategic management and to develop a general manager’s
point of view and breadth of approach to policy issues in order to formulate managerial
decisions in terms of organizational strategy.

2. To develop an appreciation of how concepts from a variety of disciplines, such as
accounting, finance, economics, information systems, human resource management,
marketing, organizational theory, production, supply chain management, quantitative
methods and others, relate to strategy, and to bring knowledge from these areas gained
from previous courses to bear on policy challenges.

3. To develop attitudes relevant to strategic management, including regard for the long run
financial, social and ecological well-being of the organization, its stakeholders, and
society in general, alertness to and energetic pursuit of opportunity, and an appreciation
for creativity and innovation.

4. To improve a variety of skills relevant for the practice of strategic management, including
strategic thinking and analytical skills as well as oral and written communication skills.

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

1. **Knowledge and comprehension.** 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.

2. **Skills.** Students are expected to develop their abilities to identify, analyze, synthesize, and
assess critical strategic management issues. Further, they need to consider alternative courses of
actions, formulate strategies, negotiate solutions, and implement and improve them. In
addition, executives need skills for emotional intelligence, to learn from their varied experiences,
and to evolve themselves and their strategic management practices over time.

3. **Perspective.** Students are expected to practice a critical and creative view, where they have an
open and sophisticated mindset to deal with complex problems with profound simplicity rather
than with naïve simplicity.

4. **Values.** Finally, there is a significant role of values in strategic management theory and
practice. As you know, our graduates are expected to be the best professional managers not only
in terms of their competence but also in terms of values.

**COURSE FORMAT**

The format of the course is based on two core principles:
1. Integration of theory and cases is essential because understanding both practice and theory, and acquiring the skill to apply one to the other, is fundamental to strategic management. Hence, classes will not be used to simply review theory in detail which is in the book (this is the student’s individual responsibility so read the chapters in advance and be ready to answer questions and apply to varied situations), but will be employed for brief review, application, and case discussion. This discussion should, however, be guided by insights gained in the ‘theoretical’ readings and should lead to conclusions about the applicability of theoretical concepts in certain practical situations. Therefore, quizzes and class discussions may include and integrate questions from the book chapters, articles, cases, or any other parts of the course.

2. The course is not the sole contribution (or production) of the instructor. Students bring a variety of valuable, rare and inimitable resources and are explicitly recognized as co-contributors or co-producers of the experience of this course. If you are not fully prepared at any time, it is likely to contribute to lowering the quality of the whole experience for you as well as for others.

**AACSB LEARNING GOALS**

The Administrative Policy course contributes to the goals of the Asper School’s undergraduate program. For further details, please refer to the table.

<table>
<thead>
<tr>
<th>Goals and Objectives in the Undergraduate Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem.</td>
<td></td>
<td>✓ Quantitative analysis in case assignments</td>
</tr>
</tbody>
</table>
C. Analyze quantitative output and arrive at a conclusion.  ✓  Case discussions

2 Written Communication

A. Use correct English grammar and mechanics in their written work.  ✓  Written case assignments
B. Communicate in a coherent and logical manner  ✓  Written case assignments
C. Present ideas in a clear and organized fashion.  ✓  Written case assignments

3 Ethical Thinking

A. Identify ethical issues in a problem or case situation  ✓  Chapter 11 and case discussions
B. Identify the stakeholders in the situation.  ✓  Chapter 11 and case discussions
C. Analyze the consequences of alternatives from an ethical standpoint.  ✓  Chapter 11 and case discussions
D. Discuss the ethical implications of the decision.  ✓  Chapter 11 and case discussions

4 Core Business Knowledge  ✓  Entire course and the test

STUDENT RESPONSIBILITIES

1. Students are expected to be ready and willing to discuss both the assigned cases and related book chapter(s) / reading(s) for every class as listed on the Class Schedule. This will require three to four hours of advance preparation for each class. In preparation for class discussion, you should raise questions about the issues addressed in the readings and answer them. This may entail identifying 2-3 key strategic issues related to the case. Then, you should generate 2-3 alternative solutions and recommend management action, noting the pros and cons of the solution, its implementation, and expected outcomes. Be prepared to justify your recommended solution both from a theoretical and from a business perspective using criteria you selected. These criteria should include financial as well as non-financial dimensions (e.g., stakeholders’ concerns such as social and ecological wellbeing). For further information regarding case preparation, please read the last chapter in the text-book on “Analyzing a Case Study and Writing a Case Study Analysis” in addition to the course handout “Guidelines for Analyzing and Writing Cases.”
2. Students are expected to attend class regularly and be responsible for any course-related announcements which may be made in class, even if not present for the particular session in which the announcement is made.

3. Students are assigned to virtual study teams for support in pre-class preparation, for the analysis, writing, and submission of the hand-in assignment, final case assignment, and for other tasks that may be assigned by the instructor throughout the semester. The list of study team members must be submitted on the form supplied (see attached Multifunctional Team Sheet) by the class meeting, as indicated on the Class Schedule. Each team must have members from different majors such as accounting, finance, information systems, human resource management, marketing, leadership (organizational behaviour), supply chain management, entrepreneurship, and international business.

PERFORMANCE EVALUATION

Final grades for Administrative Policy will be based on four components: a hand-in team assignment, mid-term individual written analysis of a case, class contribution in the discussion of readings and cases, and a final multifunctional team written analysis of a case. The weighting of these four components in the determination of the final grade may be set on an individual basis by each student through an Evaluation Contract, a sample of which is attached to this outline. This Evaluation Contract must be signed and submitted by the class meeting as per the Class Schedule, 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 students who fail to submit their signed evaluation contract by the due date or those who make errors in their contracts, the following weights will apply.

In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary (the weighting of each component will remain unchanged).

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand-in Team Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Midterm case</td>
<td>40%</td>
</tr>
<tr>
<td>Individual Class Contribution</td>
<td>20%</td>
</tr>
<tr>
<td>(including Quizzes and the Core Business Knowledge test)</td>
<td></td>
</tr>
<tr>
<td>Team Final case</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

A Word to the Wise

As you know, organizational performance does not just depend on how smart executives are. Similarly, the final grade in the course is not just the result of how smart a student is. It is the result of many factors and processes, which may include your knowledge, skills, and attitudes, study and writing habits, the number of courses you are taking, the availability of time, work situation, personal and family matters (just to name a few), and how each of these things interact.
with one another. Our advice to you is to design your system and process (including strategy) for this semester so you are not taking too many courses, are not working too many hours on your (part-time) job, etc. so you can pay full attention to the readings and assignments. This is an investment you will never regret!

**HAND-IN TEAM ASSIGNMENT**

The hand-in assignment is a team assignment. Students are expected to discuss this group assignment only with their team members. This assignment is primarily intended to give you an opportunity to practice the skills needed for your mid-term exam. Use this opportunity to brush up on your financial analysis skills if this is not a strong area for you. In addition, you may review the article "Financial Tools for Strategy Evaluation" on your own. This article is available on UM Learn.

**INDIVIDUAL MIDTERM CASE**

**Availability**

The name and number of the case for the mid-term individual written case analysis assignment will be available in the class and/or UM Learn on the date indicated in the Class Schedule. Students are expected to purchase a copy of the case from Ivey Publishing.

**Deadline**

The Mid-term written case analysis will be due at the beginning of the class on the due date. If you want to submit earlier, you may do so to the instructor. Late submissions, including those delayed by computer-related difficulties, will be penalized ten percentage points for every 24 hour period, or portion thereof late. 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 this deadline must be brought to your instructor’s attention prior to the due date, or else they cannot be considered as grounds for exemption from this late penalty. If you are involved in any co-curricular activities (e.g., case competitions at another university), you are expected to complete and submit the paper prior to the deadline.

To protect against this theoretical possibility, all students are required to keep a hard and soft copies of the paper which they submit. Also, students will be expected to submit an identical electronic copy of the paper on UM Learn. Further instructions for the midterm will be available on UM Learn on the date indicated in the Class Schedule.

**Strictly Individual Basis for the Mid-term Individual Written Case Analysis**

Unlike the preparation for the in-class case discussions, this assignment 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 must submit a signed declaration in specified format to that effect with his or her completed exam report. Each student’s written case 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 Administrative Policy, is enhanced by group discussion. But, it is important for individuals to prepare themselves before the group can be effective. Therefore, the written analysis of the Final Case will be conducted in the multifunctional team, where individuals from different functional areas can bring together knowledge from their majors, formulate different alternatives, and recommend one solution by going through the process of negotiation, bargaining, and compromise.

**TEAM PROJECTS**

Working with other people is fundamental to business, and to the practice of Administrative Policy. Therefore, as mentioned above, 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). The membership of the team is not final until approved by the instructor. Close family members are discouraged from being members of the same team. Each team shall:

1. Meet 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. Each team will decide on the rules and incentives for participation of their members. (Obviously, this does not apply to the midterm exam)

2. Hand-in Team Assignment. Further instructions for the Hand-in Team Assignment will be available on UM Learn on the date indicated in the Class Schedule.

3. Prepare the end-of-term written analysis of the Final Case by the multifunctional team. The name of the case for the final exam will be available in the class and the instructions for completing it will be available on UM Learn on the date indicated in the Class Schedule. Any questions of the instructor about this assignment should be raised in one of the last class meetings so that any information provided is available to all students. The instructor will not normally take questions about the case outside of those classes.

**Deadline**

This assignment must be submitted on or before the due date and time specified in the Class Schedule to the instructor. Late submissions, including those delayed by computer-related difficulties, will be penalized ten percentage points for every 24 hours 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 this deadline must be brought to your instructor’s attention prior to the due date, or else they cannot
be considered as grounds for exemption from this late penalty. If you are involved in any co-curricular activities (e.g., case competitions at another university), you will need to negotiate your contribution with your team members. The team may complete and submit the paper prior to the deadline.

Individual grades for the team projects (hand-in assignment and end-of-the-term multifunctional team case) will be determined as follows: Each team will be given a “team grade pool” - for instance, a team of four students will have a team grade pool 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 the allocation, the issue may be submitted to “arbitration” by the instructor, at a “cost” of one tenth of the team grade pool.)

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

**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 20% factor in each student’s overall performance evaluation.

The grade for class contribution will be a composite of the instructor’s evaluation of contribution as well as classmates’ collective opinion on the contributions of each individual, derived from student reporters and assessors. The instructor may give surprise quizzes to examine your preparation and learning for the class. These may be given at any time of the class. The instructor may give more than one quiz in a class as well. These may be multiple choice, short answer, or essay-type. These may address questions from the chapters, readings, and cases or may combine them in any way. The instructor may also require students to complete exercises and worksheets in (or outside of) class, individually and in groups, and these will be included in your class participation grade.

*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!*

Please note that class contribution may include the Core Business Knowledge test. This test is part of the AACSB Assurance of Learning for the purpose of accreditation of the B.Comm. (Hons.) degree program at the Asper School of Business. The test will be arranged by the Dean’s
office outside of class time. Students will be informed of the times for the test. Students will be awarded 5 points based on their performance in the test, with a minimum of 2 points (out of 5 points) awarded to each student for completing the test. For example, if a student received 80% score on the Core Business Knowledge test, 4 points (= 0.80 × 5) will be added to her class participation points. Other class contribution points will come from activities such as class participation, surprise quizzes, and individual and group work.

The grade for class contribution must be earned incrementally throughout the course through consistent, conscientious performance over the class discussions, surprise quizzes, the Core Business Knowledge test, and individual and team exercises. The primary basis for evaluation of your performance in this respect will be your instructor’s evaluation of your contribution. The instructor may also require students to complete exercises and worksheets in (or outside of) class, individually and in groups, and these will be included in your class participation grade. All students must have their camera on for the entire class. Failure to do so will result in a reduction of participation points.

A student’s class contribution grade will depend on his/her ranking 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, leaving early, or other such reasons. A student may lose contribution credit for instances in which (s)he 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 contributions of the class members and respond to them in a clear and constructive manner. Any instance of a student who is involved in coordination with anybody else to unfairly increase his/her class contribution grade will be considered an extremely serious breach of academic integrity and will be forwarded to the Dean’s office.

For each class, you may earn 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 mark. To earn higher credit for discussion, you must provide some synthesis beyond the basic facts such as relating two or more pieces of information, or performing some quantitative analysis, to draw a relevant conclusion. To earn highest credit for discussion, your contribution must demonstrate real insight into the key issues and/or recommend detailed, well-supported actions to address the strategic challenges involved.

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 I expect you to be prepared to participate.
LEARNING STYLES AND METHODS

Learning Styles: Different students have varying learning styles. Some students learn better by explaining ideas to others (expression) while others learn better by concentrating within themselves (reflection). I am very interested in knowing what your learning styles and methods are. If you don't know yet, it is a good time to find out. We will try to use multiple learning methods that help different students learn better. For example, we will use question-answer format, discussions, debates, critical-incidents, case studies, video cases, small group interactions, short presentations, audio-visual aids, etc. with the short lectures to improve learning in the class. In addition, as already mentioned several times, it is a good idea to get together in a study group, particularly if you learn by expressing yourself. If you are shy or would prefer to speak after you have thoroughly thought about a topic, please let me know how I can facilitate your class contribution. I am interested in helping your learning and interaction with other participants in this class (or in other classes on campus).

If you are interested to pursue the ideas discussed in this class in a graduate program such as M.Sc., M.B.A., or Ph.D. at this university or outside, please do not hesitate to talk to me. Our commitment is to challenge you to do your best and help you to succeed in your life and career.

The Administration of Administrative Policy

Administrative Policy is a challenging course to take, and also a challenging course to deliver. Here are some administrative matters in which your conscientious cooperation will facilitate me to deliver the course effectively to you.

ONLINE PROTOCOL

If you have any question at any time, please feel free to contact me by email at sean.macdonald@umanitoba.ca, making sure that you start with GMGT4010 in the subject line. This will flag the message for priority reading on my part. I check my email frequently and will be glad to answer your question(s) at any time. You can also call me at my office number. 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. Further, specify when and/or how late I can call you back, without disturbing you or anyone else at that number. You are also expected to regularly visit the UM Learn to see if there are any announcements.

CLASS ATTENDANCE POLICY

Think of (y)our class as (y)our business meeting!
Attending classes is an essential part of the course. If you have other activities scheduled at the same time that may impede your ability to attend classes for the entire class period, it is not a good idea to take this course this semester. The first point we tell the first year students entering the Faculty of Management is: Come on time and stay for the entire period of class. Normally, in the beginning or end of each class, I cover some very important points. These points are the ones that give you significant feedback about class activities. Ordinarily, these points are not covered in the book because these are part of tacit knowledge (i.e., they are not written anywhere). These points are in fact the crucial difference between learning from a regular course as compared to a correspondence course or book. I expect you to log in the virtual classroom at least 3 minutes before the class time so you get set, collect your thoughts, and are ready to participate. In my experience, any student who comes even 1 minute late is not able to catch up with his/her classmates throughout the class. A student who misses a class or part of it suffers in many obvious and not-so-obvious ways. Loss of opportunity to earn points on class participation is obvious. We may have individual and group activities during the class, which can help you earn class contribution points. A subtle way in which the student suffers is that (s)he does not even know what (s)he is missing! Therefore, the quality of the learning and assignments goes down without the student being able to understand what (s)he is missing and how it could have been better.

As you know, the classes will be conducted online using video-conferencing (WebEx) software. 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. Students are expected to attend classes regularly throughout the semester. Any student missing more than two (2.5 hour classes) classes during the semester is likely to receive a failing grade (F) in class contribution and cannot expect to obtain a passing grade in the course. Any student missing more than five (2.5 hour) classes during the semester will receive a failing grade (F) in the course. Please keep in mind that simply being in class for a short time or signing an attendance sheet does not satisfy the requirements of attending a class.

A student who misses a class is solely responsible for getting notes from other students and making him/herself aware of announcements made, handouts delivered, or any other activities conducted in the class. If you are absent and would like the instructor to know about it, send an e-mail message for the instructor’s record. Keep in mind that rush periods at your workplace or exams in this or another course are not valid reasons for absences. Further, class dependent activities such as class contribution cannot be made up outside of class or at a later date. Since this class is in the evening, it is possible that you may have exams in other courses at the same time. In such cases in the past, I have sent verification emails to other instructors when they were willing to allow a deferred exam. At other times, students can join the class before or after the exam but be sure to let me know in advance.

Please make sure that any materials you submit for this course have the correct section designation on them, (e.g., A01, A02, A03). Most such materials are sorted and filed by section.

**UNIVERSITY EMAIL POLICY**
Effective September 1, 2013, the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your UofM email account. Remember to include your full name and student number in all correspondence. For more information visit: http://umanitoba.ca/registrar/e-mail_policy

DEFERRED EXAMINATION POLICY

Effective September 2005, the Department of Business Administration has instituted a policy which provides **ONE DATE ONLY** for students who have deferred their final exams. This does not apply to take home exams.

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EVALUATION CONTRACT

Final grades for Administrative Policy will be based on four components: a hand-in team assignment, mid-term individual written analysis of case, class contribution in the discussion of readings and cases, and an end-of-the-term multifunctional team written analysis of case.

The weighting of these four components in the determination of the final grade may be set on an individual basis by each student through an Evaluation Contract. The objective of the Evaluation Contract is to give you the opportunity to demonstrate your understanding of the course material in the manner which you feel most capable to do so. For students who fail to submit their signed evaluation contract by the due date or those who make errors in their contracts, the following weights will apply: Hand-in team assignment: 10%; Mid-term case: 40%; Class contribution: 20%; and Final case: 30%;

The Evaluation Contract must be submitted at UM Learn by the due date given in the class schedule and may not be altered later. An electronic template of this contract will be available in Excel format at UM Learn. Please complete and submit it at UM Learn. Please do not submit a hard copy.

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Contracted weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand-in team assignment</td>
<td>8%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Mid-term individual case</td>
<td>35%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Class contribution *</td>
<td>20%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>End-of-the-term team case</td>
<td>25%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

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

Please refer to the University of Manitoba Policy on Academic Integrity, which applies to all work being conducted in the course, from individual assignments to class citations. As you may know, the Asper School of Business takes its policy extremely seriously and enforces it extremely strictly.

It is critical to the reputation of the Faculty of Management and of our degrees that everyone associated with our faculty behave 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’s rules can be found in the General Calendar, under "General Academic Regulations and Policy." The University of Manitoba General 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 test 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

Group Projects and Group Work

Many courses in the Faculty of Management require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to ensure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s). Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the Faculty of Management, all suspected cases of academic dishonesty are passed to the Dean's office in order to ensure consistency of treatment.
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 Undergraduate Program Office.

<table>
<thead>
<tr>
<th>For Information on…</th>
<th>…follow this link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission, Registration, Tuition Fees, Important Dates, Final Exams, Graduation, and Transcripts</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Academic policies &amp; procedures, regulations, Faculty-specific information, degree and major requirements</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Help with research needs such as books, journals, sources of data, how to cite, and writing</td>
<td>Library Resources</td>
</tr>
<tr>
<td>Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills</td>
<td>Writing and Learning Support</td>
</tr>
<tr>
<td>Support and advocacy for students with disabilities to help them in their academic work and progress</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations</td>
<td>Copyright Office</td>
</tr>
<tr>
<td>Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>Policies &amp; procedures with respect to student discipline or misconduct, including academic integrity violations</td>
<td>Student Discipline</td>
</tr>
<tr>
<td>Students’ rights &amp; responsibilities, policies &amp; procedures, and support services for academic or discipline concerns</td>
<td>Student Advocacy</td>
</tr>
<tr>
<td>Your rights and responsibilities as a student, in both academic and non-academic contexts</td>
<td>Your rights and responsibilities</td>
</tr>
<tr>
<td>Full range of medical services for any physical or mental health issues</td>
<td>University Health Service</td>
</tr>
<tr>
<td>Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.</td>
<td>Student Counselling Centre</td>
</tr>
<tr>
<td>Support services available for help regarding any aspect of student and campus life, especially safety issues</td>
<td>Student Support Case Management</td>
</tr>
<tr>
<td>Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being</td>
<td>Live Well @ UofM</td>
</tr>
<tr>
<td>Help with any concerns of harassment, discrimination, or sexual assault</td>
<td>Respectful Work and Learning Environment</td>
</tr>
<tr>
<td>Concerns involving violence or threats, protocols for reporting, and how the university addresses them</td>
<td>Violent or Threatening Behaviour</td>
</tr>
</tbody>
</table>
Working with other people is fundamental to business, and to the practice of Administrative Policy. Therefore, all students in this section will be required to form study teams. Team members must comprise of people from a variety of major areas and backgrounds 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.

2. End-of-term written analysis of the Final Case by the multifunctional team. The case for the final exam will be available in the class and the instructions for completing it will be available on UM Learn on the date indicated in the Class Schedule. Any questions of the instructor about this assignment should be raised in one of the last class meetings so that any information provided is available to all students. The instructor will not normally take questions about the case outside of those classes.

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

A well-functioning study team can add a great deal to the learning experience and enjoyment of this course. All students must be part of a team, the list of which must be submitted by the class meeting, as per the attached Class Schedule. (Please note that members of the team will not change for different team projects during the term.)
TEAM NUMBER ______________________________________
(The instructor will assign a team number to be used on team assignment/exam.)

Please write your

NAME       MAJOR       EMAIL ADDRESS       PHONE NUMBER

1. _____________________________________________________________ *

2. _____________________________________________________________

3. _____________________________________________________________

4. _____________________________________________________________

* Contact person for this team

Please note that for administrative reasons, all members of a study group must be in the same section. We’ll decide the number of students per team close to the add/drop date. In addition, the 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.

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

1. What is your motivation for taking 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. How serious are you about completing this course? If there is a possibility that you might withdraw at some point, it is important to be frank with your potential group members on this point, so that a team does not suddenly find itself short-staffed later in the term.
4. 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?
Three sources of readings and cases:
(2) Case Package available from Ivey Publishing
(3) Other readings available on UM Learn

READINGS AND CASES

1. General Guidelines for Analyzing and Writing Cases (available on UM Learn)
2. Robin Hood by Joseph Lampel (available on UM Learn)
3. IBM Transforming, from Harvard Business School (available in the Case Package)
4. Opportunities and Threats, from Bruno Dyck, Arran Caza, and Frederick Starke (available on UM Learn)
5. Electric Car Wars, from Harvard Business School (available in the Case Package)
6. Tesla Inc, from Ivey Business School (available in the Case Package)
7. Strengths and Weaknesses, from Bruno Dyck, Arran Caza, and Frederick Starke (available on UM Learn)
8. Looking Inside for Competitive Advantage, by Jay Barney, Academy of Management Executive (available on UM Learn)
9. Appendix from Barney on Crown Cork and Seal, book (available on UM Learn)
11. Westover Inn (A), from Ivey Business School (available in the Case Package)
12. Mission and Vision, from Bruno Dyck, Arran Caza, and Frederick Starke (available on UM Learn)
13. Bed Bath & Beyond, from Ivey Business School (available in the Case Package)
14. Generic Strategies, from Bruno Dyck, Arran Caza, and Frederick Starke (available on UM Learn)
15. Best Buy, from Ivey Business School (available in the Case Package)
16. Video-Streaming Wars: Can Disney Catch Netflix, from Harvard Business School (available in the Case Package)
17. Freshii Inc., from Ivey Business School (available in the Case Package)
18. Corporate Strategies, from Bruno Dyck, Arran Caza, and Frederick Starke (available on UM Learn)
19. Volkswagen: Business Ethics (Links to articles in the press available on UM Learn)
20. Australia and New Zealand Banking Group, from Ivey Business School (available in the Case Package)
22. Lac Seul First Nation: Development in a Changing Landscape, from Ivey Business School (available in the Case Package)

The End

Case package available at Ivey Publishing website and the textbook (Hill, Schilling, and Jones: HSJ) available at the University of Manitoba bookstore.

The instructor reserves the right to change a scheduled case or reading by notice at the preceding class. Make sure you have completed the readings and are prepared for each class as the instructor may give surprise quiz (or quizzes) and/or make cold calls on any day at any time of the class during the semester without further notice.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18-Jan-21 Mon</td>
<td><strong>INTRODUCTION</strong></td>
<td>Introduction of the participants, Objectives in knowledge, perspective and skills</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td><strong>THE STRATEGIC MANAGEMENT PROCESS</strong></td>
<td>Introduction to the course (continued)</td>
</tr>
<tr>
<td></td>
<td>20-Jan-21 Wed</td>
<td>Guidelines for Analyzing and Writing cases (available on UMLearn)</td>
<td>Case: Robin Hood</td>
</tr>
<tr>
<td>2</td>
<td>25-Jan-21 Mon</td>
<td><strong>PARTICIPANTS' CONCEPTS AND MODELS OF STRATEGY</strong></td>
<td>What is your concept of strategy and the strategic management process?</td>
</tr>
<tr>
<td></td>
<td>27-Jan-21 Wed</td>
<td><strong>THE STRATEGIC MANAGEMENT PROCESS</strong></td>
<td>Guidelines for Analyzing and Writing cases (available on UMLearn)</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>Case: IBM Transforming</td>
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<tr>
<td></td>
<td>1-Feb-21 Mon</td>
<td><strong>ANALYZING AND WRITING EXTERNAL ASSESSMENT</strong></td>
<td>HSJ Chapter 2, Review: External Assessment part of the Guidelines for Analyzing and Writing Cases</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>Case: Electric Car Wars</td>
<td>Reading: Opportunities and Threats, from Bruno Dyck, Arran Caza, and Frederick Starke</td>
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<tr>
<td></td>
<td>3-Feb-21 Wed</td>
<td></td>
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<tr>
<td>3</td>
<td>8-Feb-21 Mon</td>
<td><strong>INTERNAL ASSESSMENT</strong></td>
<td>HSJ Chapter 3, Reading: Looking Inside for Competitive Advantage by Barney, Academy of Mgt. Executive</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>Case: Tesla Inc.</td>
<td>Review: Internal Assessment part of the Guidelines for Analyzing and Writing Cases</td>
</tr>
<tr>
<td></td>
<td>10-Feb-21 Wed</td>
<td></td>
<td>Reading: Strengths and Weaknesses, from Bruno Dyck, Arran Caza, and Frederick Starke</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>Case: Westover Inn (A) (Brief discussion for introducing financial assessment)</td>
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</tbody>
</table>

Note: Review the optional reading "Financial Tools for Strategy Evaluation" on your own (available as a separate file on UM Learn).

Evaluation Contract Due--template available at UM Learn
(Complete the electronic template and submit it at UM Learn)
Names of Multifunctional Team Members Due
Begin work on the Hand-in Team Assignment

Note: Fall Term Break February 15-21, 2021 (No classes)

... Continued on next page
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Feb-21</td>
<td>THE STRATEGIC MANAGEMENT PROCESS</td>
<td>Hand-in Team Assignment due at the beginning of class</td>
</tr>
<tr>
<td>Mon</td>
<td>HSJ Chapter 1</td>
<td>Reading: Mission and Vision, from Bruno Dyck, Arran Caza, and Frederick Starke</td>
</tr>
<tr>
<td>24-Feb-21</td>
<td>EXTERNAL AND INTERNAL ASSESSMENT (INCLUDING FINANCIAL ASSESSMENT)</td>
<td>Discussion on the Hand-in Team Assignment case (Bed Bath &amp; Beyond)</td>
</tr>
<tr>
<td>Wed</td>
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<tr>
<td>1-Mar-21</td>
<td>BUSINESS LEVEL STRATEGY: HOW DO WE COMPETE IN OUR BUSINESS?</td>
<td>Instructions (and name of the case) for the Mid-term Exam available on UM Learn</td>
</tr>
<tr>
<td>Mon</td>
<td>HSJ Chapter 5</td>
<td>(Mid-term exam is individual case assignment)</td>
</tr>
<tr>
<td></td>
<td>Review: Current Strategies, Key Issues, and Strategic Alternatives parts of the Guidelines for Analyzing and Writing Cases</td>
<td></td>
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<tr>
<td></td>
<td>Reading: Generic Strategies, from Bruno Dyck, Arran Caza, and Frederick Starke</td>
<td></td>
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<tr>
<td>3-Mar-21</td>
<td>Case: Best Buy</td>
<td>Questions addressed re: Midterm Case Exam</td>
</tr>
<tr>
<td>Wed</td>
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<tr>
<td>8-Mar-21</td>
<td>Review: Chapters 6 (Brief discussion) and Chapter 7</td>
<td>Questions addressed re: Midterm Case Exam</td>
</tr>
<tr>
<td>Mon</td>
<td>Review: Criteria and Evaluating Alternatives, Recommendation, Limitations, and Executive Summary parts of the Guidelines for Analyzing and Writing Cases</td>
<td></td>
</tr>
<tr>
<td>10-Mar-21</td>
<td>STRATEGY AND TECHNOLOGY</td>
<td>Questions addressed re: Midterm Case Exam</td>
</tr>
<tr>
<td>Wed</td>
<td>Case: Video-Streaming Wars: Can Disney Catch Netflix?</td>
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<tr>
<td>15-Mar-21</td>
<td>BUILDING COMPETITIVE ADVANTAGE THROUGH FUNCTIONAL-LEVEL STRATEGY</td>
<td>Questions addressed re: Midterm Case Exam</td>
</tr>
<tr>
<td>Mon</td>
<td>HSJ Chapter 4</td>
<td></td>
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<tr>
<td>17-Mar-21</td>
<td>Video and discussion in class</td>
<td></td>
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<tr>
<td>Wed</td>
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<tr>
<td>22-Mar-21</td>
<td>STRATEGY IN THE GLOBAL ENVIRONMENT</td>
<td>Mid-term Exam Case Due at the Beginning of Class</td>
</tr>
<tr>
<td>Mon</td>
<td>HSJ Chapter 8</td>
<td></td>
</tr>
<tr>
<td>24-Mar-21</td>
<td>STRATEGY IN THE GLOBAL ENVIRONMENT</td>
<td>. . . Continued on next page</td>
</tr>
<tr>
<td>Wed</td>
<td>Case: Freshii</td>
<td></td>
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</tbody>
</table>
10  29-March-21  CORPORATE PERFORMANCE, GOVERNANCE, AND BUSINESS ETHICS
Mon  HSJ Chapter 11
Reading: Corporate Strategies, from Bruno Dyck, Arran Caza, and Frederick Starke
31-March-21  PRACTICE OF ETHICS
Wed  Case: Articles on Volkswagen’s business ethics

What ethical dilemmas have you faced in your work/life?
How did you try to solve the ethical dilemmas in your work/life?
What did you learn about solving ethical dilemmas in your work-life experience?

Note: March 31, 2021: VW Date

11  5-April-21  IMPLEMENTING STRATEGY, CHANGE AND LEARNING
Monday  HSJ Chapter 12 (some aspects covered in previous courses)
Case: Australia and New Zealand Banking Group Case

7-April-21  UNCONVENTIONAL MANAGEMENT
Wed  What’s wrong with modern management, and how to fix it?
Case: Managing without Managers by Semler, Harvard Business Review
Watch at least one of the videos available on the Internet by Richard Semler
and be prepared to discuss in class: http://www.leighbureau.com/speakers/RSemler/

12  12-April-21  STAKEHOLDERS, SUSTAINABILITY, AND ETHICS
Mon  Case: Lac Seul First Nation: Development in a Changing Landscape

14-April-21  Wrap-up of Course.

Monday, April 19, 2021 - FINAL EXAM. CASE (Team Assignment) Due 12.00 Noon

The End and a New Beginning