INSTRUCTOR

Name: Jingnan Li
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Email: Jingnan.li@umanitoba.ca
Term dates: January 18th – April 16th, 2021
Class time: 6:15 – 9:00 p.m. on each Monday (online on Zoom)

[Go to UM Learn for Zoom Meeting Invitation and Link]

Office hours: Wednesday 9:00 – 10:00 p.m. (online on Zoom), or by appointment.

COURSE DESCRIPTION

Prerequisites

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 the 4-Year Program (with a minimum grade of (D) in each course).
If you do not meet the above-mentioned conditions, you may not be fully prepared and ready to take this class. Contact the Undergraduate Programs Office immediately, otherwise you may be dropped from the course at any time without further notice, even if you attend classes regularly. Therefore, I recommend that you return when you have completed all these requirements. If you do meet those conditions, Welcome to Take the Course GMGT 4010 – Administrative Policy!

**General Course Description**

This capstone course is designed to teach students how to integrate the knowledge that they had acquired about the functioning of complex organizations. It will help students to view the organization as a whole, and understand how different "pieces of the organizational puzzle" fit together. The principle of this course is that students are expected to develop the responsibility for all aspects of the overall organization rather than for a functional area, such as marketing, finance, or accounting. The course will build the students’ skills in case analysis, such as the assessment of opportunities and threats in an organization’s external environment. It will also help students to comprehend how strategic managers conduct internal assessment of an organization’s advantages and weaknesses. The students’ strategic thinking and analysis skills will be applied at the different levels, such as corporate-level, business-level and functional-level, while considering issues of social responsibility and sustainability. Students will learn how different internal and external systems and processes work together to determine the success/failure of an organization. If you are interested in why some organizations succeed while others fail (i.e. why do some organizations outperform others?), this course will be particularly valuable to you.

**COURSE OBJECTIVES**

Upon successfully completion of this course the student will be able to:

1. Develop a general manager’s point of view to identify and describe distinct and important administrative policy issues facing an organization. Use concepts and techniques to craft and execute managerial decisions in terms of organizational strategy.
2. Understand how the concepts and theories from a variety of disciplines, such as accounting, finance, economics, information systems, HRM, marketing, supply chain management and so on, relate to an organization’s strategy. Use knowledge from these areas gained from previous courses to understand administrative policy challenges.
3. Develop the attitudes of strategic management on the financial, social, and ecological well-being of the organization, society, and the environment. Make and implement managerial decisions in a way that considers interests of stakeholders beyond those of shareholders.
4. Improve a variety of skills and capabilities related to the practice of strategic management, including strategic thinking and analytical skills, and oral presentation 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
assessments 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 improvise 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 naive 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 MATERIALS**

The classes will be conducted through Zoom video-conferencing software in Winter 2021. 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. Further, you are expected to be in a location with a reliable Internet connection that is strong enough for streaming video. Students are required to turn their camera and audio on or off whenever asked by the instructor. As for quizzes, we will use university approved Respondus Lockdown and Respondus Monitor, which will require you to have your camera and microphone on for the entire duration of the quiz. Because the software will detect any unusual movements, please sit in a location where there are no people/pets or other moving objects in the camera’s view during the quizzes.

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


(b) All students are expected to purchase a case package, which is available at the Ivey Publishing website. Here is the link: [https://www.iveycases.com/CoursepackView.aspx?id=28282](https://www.iveycases.com/CoursepackView.aspx?id=28282) Please note that the case package will NOT be available at the bookstore.

(c) Additional class Readings will be available for downloading at UM Learn. All students are required to purchase the textbook and the original case package.

List of readings and cases:
- General Guidelines for Analyzing and Writing Cases (available on UM Learn)
- Robin Hood by Joseph Lampel (available on UM Learn)
- IBM Transforming, from Harvard Business School (available in the Case Package)
- Opportunities and Threats, from Bruno Dyck, Arran Caza, and Frederick Starke (available on UM Learn)
- Electric Car Wars, from Harvard Business School (available in the Case Package)
The End

Reference:

Note: Be sure to download the following reading, read it thoroughly, and bring it to every class:
(a) Guidelines for Analyzing and Writing Cases (available on UM Learn in the Class Readings file). These guidelines are used for the Hand-in Assignment, Midterm Exam, and the Final Exam.

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 FORMAT AND ONLINE ACCESSES

This course will be conducted “live” via videoconferencing using Zoom and will not involve in-person instruction. Classes will be during the scheduled class time. To join the class from your computer, install Zoom Client for Meetings from zoom.us/download. For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. You are expected to leave your camera on for the duration of the class. Have your microphone muted and unmute yourself only when you speak. Please note that all classes will be recorded, and the video recordings are likely to be shared with other students.
In addition, the format of the course is based on two core principles:

1. **Integration of theory and cases** – understanding both practice and theory, and acquiring the skill to apply one to the other, is fundamental to strategic management. Therefore, the class will not just simply review theory or concepts in details, which are in the book. Students themselves have the responsibility to read the chapters in advance and be ready to answer questions and apply to varied situations. The class 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. Also, quizzes and class discussions may include and integrate questions from the book chapters, articles, cases, or any other parts of the course.

2. **Student’s involvement and participation** – the class is not the sole contribution (or production) of the instructor. So, students are expected to 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.

**ASSESSMENT OF LEARNING**

Final grades for Administrative Policy will be evaluated by 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.

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Hand-in Team Assignment</td>
<td>10%</td>
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<tr>
<td>Individual Midterm Case</td>
<td>40%</td>
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<tr>
<td>Individual Class Contribution</td>
<td>20%</td>
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<tr>
<td>Team Final Case</td>
<td>30%</td>
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<td><strong>TOTAL</strong></td>
<td>100%</td>
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<tr>
<th>Marks</th>
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<tr>
<td>92 and above</td>
<td>A+</td>
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<td>80 – 91.99</td>
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<td>75 – 79.99</td>
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<td>Below 50</td>
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Note that 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).

Components Descriptions

Hand-in Team Assignment (10%)

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 will be available on UM Learn.

Individual Midterm Case (40%)

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.

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.

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 copy of the paper which they submit. 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

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. However, 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 Final Case (30%)**

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:

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.

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.*)

**Individual Class Contribution (20%)**

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.

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 contribution 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, 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 are expected to use their proper names in their Zoom account so they can receive their class contribution scores. After 1-2 weeks of the semester, the instructor may ask, on a rotating basis, students in each class session to keep a record and assess student participation and may use this input in evaluating class contribution grades.

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 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. For recording attendance, you will be required to have your camera on during the class. A screenshot will be taken as a record of the attendance.

As you know, attending classes is necessary but not sufficient to succeed in school. Since you are a Management student, think of the class as your business meeting. So, do all that you would normally do for your business meeting: Be prepared, show up and make a good presentation!

**CLASS SCHEDULE**

**Please note:** 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.

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<th>Unit</th>
<th>Description</th>
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| Week 1 | 18-Jan-21 | Unit 1 | **Introduction and Orientation**  
Introduction of the participants  
Introduction to the course: Objectives in knowledge, perspectives and skills  
**The Strategic Management Process**  
Guidelines for Analyzing and Writing cases (available on UM Learn) |
| --- | --- | --- | --- |
| Week 2 | 25-Jan-21 | Unit 2 | **Participants’ Concepts and Models of Strategy**  
What is your concept of strategy and the strategic management process?  
**The Strategic Management Process**  
Introduction to strategy and overview of the strategic management process  
Case: Robin Hood  
Case: IBM Transforming |
| **Submit Student Biosheet Before Class – January 25th, 2021** |
| **Note:** Deadline to drop courses: Friday, January 29, 2021.  
**Note:** Deadline to add courses: Monday, February 1, 2021. |
| Week 3 | 01-Feb-21 | Unit 3 | **External Assessment**  
HSJ Chapter 2  
Review: External Assessment part of the Guidelines for Analyzing and Writing Cases  
Reading: Opportunities and Threats, from Bruno Dyck, Arran Caza, and Frederick Starke  
Case: Electric Car Wars |
| **Evaluation Contract Due – February 1st, 2021**  
(Find the electronic template at UM Learn, and complete and submit it at UM Learn)  
Begin work on the Hand-in Team Assignment |
| **Internal Assessment**  
HSJ Chapter 3  
Reading: Looking Inside for Competitive Advantage by Barney, Academy of Mgt. Executive  
Reading: Appendix from Barney on Crown Cork and Seal  
Review: Internal Assessment part of the Guidelines for Analyzing and Writing Cases  
Reading: Strengths and Weaknesses, from Bruno Dyck, Arran Caza, and Frederick Starke  
Case: Tesla Inc.  
Case: Westover Inn (A)  
(Brief discussion for introducing financial assessment) |
### Names of Multifunctional Team Members Due – February 8th, 2021

**Note:** Louis Riel Day, Feb. 15th, 2021 (no classes)
**Note:** Winter Term Break Feb. 16th – Feb. 19th, 2021 (no classes)

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

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<th>Week</th>
<th>Date</th>
<th>Unit</th>
<th>Notes</th>
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| **5** | 22-Feb-21 | 5 | **The Strategic Management Process**  
HSJ Chapter 1  
Reading: Mission and Vision, from Bruno Dyck, Arran Caza, and Frederick Starke  
**External and Internal Assessment (including financial assessment)**  
Discussion on the Hand-in Team Assignment case  
**Hand-in Team Assignment Case Due at the Beginning of Class** |
| **6** | 01-Mar-21 | 6 | **Business-level Strategy: How do We Compete in Our Business?**  
HSJ Chapter 5  
Review: Current Strategies, Key Issues, and Strategic Alternatives parts of the Guidelines for Analyzing and Writing Cases  
Reading: Generic Strategies, from Bruno Dyck, Arran Caza, and Frederick Starke  
Case: Best Buy  
Questions addressed re: Midterm Case Exam |
| **7** | 08-Mar-21 | 7 | **Strategy and Technology**  
Case: Video-Streaming Wars: Can Disney Catch Netflix?  
Questions addressed re: Midterm Case Exam |
| **8** | 15-Mar-21 | 8 | **Building Competitive Advantage through Functional-level Strategy**  
HSJ Chapter 4  
Video and discussion in class  
**Strategy in the Global Environment**  
HSJ Chapter 8  
Case: Freshii |
| Week 9  | Unit 9 | **Corporate Performance, Governance, and Business Ethics**  
| HSJ Chapter 11  
| Reading: Corporate Strategies, from Bruno Dyck, Arran Caza, and Frederick Starke  
| **Practice of Ethics**  
| Case: Articles on Volkswagen's business ethics  
| Watch "Hard NOx" the first episode of "Dirty Money" on Netflix (75 minutes) before coming to class  
| ➢ 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?  
| **Mid-term Exam Case Due at the Beginning of Class** |
| Week 10  | Unit 10 | **Implementing Strategy, Change, and Learning**  
| HSJ Chapter 12  
| Case: Australia and New Zealand Banking Group Case  
| **Unconventional Management**  
| 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:  
| **Instructions (and name of the case) for the Final Exam available on UM Learn** (Final exam is a team case assignment) |
| Mar. 31st  |  | **Winter Term Voluntary Withdrawal (VW) deadline** |
| Week 11  | Unit 11 | **Stakeholders, Sustainability, and Ethics**  
| Case: Lac Seul First Nation: Development in a Changing Landscape  
| Watch the video case before coming to the class:  
| Shining Mountains: On the Edge  
| and be prepared to discuss it in class re: the role of various stakeholders for sustainability and ethics  
| [https://www.nfb.ca/film/on_the_edge](https://www.nfb.ca/film/on_the_edge) |
Pulling it all Together
Your Model of Strategic Management
What did you learn? What did you contribute to others' learning?
Questions addressed re: Final Exam Case

Pulling it all together: Models, stability-change and similarities-differences
What did you learn? What did you contribute to others' learning?
Questions addressed re: Final Exam Case
Course evaluation; Closing remarks

Monday, April 19, 2021 - FINAL EXAM. CASE (Team Assignment) Due 12.00 Noon. To be submitted to designated folder on UMLearn.

The End and a New Beginning ……
Be the Change You Wish to See in the World ——— Mahatma Gandhi

STUDENT RESPONSIBILITIES

Students should use their real names in their Zoom accounts, so they are recognized by the instructor and admitted to the Zoom class meeting. The names should include the following information: the first name or the name by which the student would like to be called in class followed by the initial letter of their last name (or their full last name). Students are expected to display their names in the class at all times.

From Class 3, we will start the formal process of assessing class contribution by student recorder(s) who will also keep track of student attendance as well. Instructions for recording and assessing are available in an Excel file at UM Learn.

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 textbook on “Analyzing a Case Study and Writing a Case Study Analysis” in addition to the course handout “Guidelines for Analyzing and Writing Cases.”

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.

Students are required to form 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.

**ONLINE PROTOCOL**

If you have any question at any time, please feel free to contact me by email at jingnan.li@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 are also expected to regularly visit the UM Learn to see if there are any announcements.

**MEETING PROTOCOL**

If you would like to see me, please send me an email and let me know of 2-3 times when it is convenient for you to meet online. I will try to reply at the earliest and arrange time that is convenient for both of us.

**ATTENDANCE POLICY**

Students are expected to attend every class and not come into the class late, or leave early.

Students should notify instructors of excused absences in advance, where possible. There are also a range of legitimate reasons for being suddenly unable to attend a class (illness, family emergencies, etc.). If you will be absent for a legitimate reason, let me know (Jingnan.li@umanitoba.ca) as soon as you can. You will be expected to provide appropriate documentation upon your return to class.

In addition to attending class, you are expected to be fully prepared for class discussion by completing all readings and assignments by the dates listed in the course schedule.

Engagement and active participation are assumed of entrepreneurs and are required to successfully complete this class, regardless of your experience, personality, or style. A high level of participation means that you are well-prepared, add value to class discussions, listen carefully to others’ contributions, and ask appropriate questions. Quality of preparation and participation, not quantity, is the relevant issue.

**ELECTRONIC DEVICE POLICY**

Using a computer or smartphone with a camera/mic during class and exams is necessary for this course. However, you are not allowed to use a cell phone in class, even if it were to access UM Learn or take notes. Switch your phone to silent mode before class begins. Texting during class will result in a 1-mark
penalty in the course grade; the penalty will double for every subsequent incidence of your texting. If you wish to audio/video record any lectures, please obtain my permission before doing so.

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 ad- visors, 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](http://umanitoba.ca/registrar/e-mail_policy).

OUT-OF-CLASS COMMUNICATION

PowerPoint files, assignment/project guidelines, other class-related files, and grades will be posted on UM Learn. Moreover, any announcements outside of class will be sent by e-mail from UM Learn. It is your responsibility to check your UofM e-mail account frequently so that you will not miss these emails.

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.

COPYRIGHTS

Please respect copyright laws. Photocopying textbooks or other reading material (such as business cases) is a violation of copyright laws and is unethical, unless permission to copy has been obtained. For further information, please see the following website for University of Manitoba Copyright Guidelines: [http://umanitoba.ca/admin/vp_admin/ofp/copyright/copyright_basics.html](http://umanitoba.ca/admin/vp_admin/ofp/copyright/copyright_basics.html)

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. As you know, you will get a receipt when you submit it at UM Learn. Please do not submit a hard copy.

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>Mid-term individual case (written analysis of a case)</td>
<td>35%</td>
<td>45%</td>
</tr>
<tr>
<td>Class contribution * (preparation, learning and participation; including quizzes and the core business knowledge test)</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>End-of-the-term team case (written analysis of a case by the multifunctional team)</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></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.

INTENDED LEARNING OUTCOMES

AACSB Assurance of Learning Goals and Objectives
The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of 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 Undergraduate 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.

<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>Quantitative analysis in case assignments</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>
<tr>
<td></td>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td><strong>Written Communication</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td><strong>Ethical Thinking</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td><strong>Core Business Knowledge</strong></td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC INTEGRITY POLICY**

It is critical to the reputation of the Asper School of Business 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 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 Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic integrity. 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 specific individuals.

Some courses, while not requiring group projects, encourage students to work together in groups before submitting individual assignments. If it’s unclear whether it is allowed, students are encouraged to seek clarification from the instructor to avoid violating the academic integrity policy.

In the Asper School of Business, all suspected cases of academic dishonesty in undergraduate courses are reported to the Dean's office and follow the approved *disciplinary process*. See following table for typical penalties for academic dishonesty in the Asper School.

**TYPICAL PENALTIES FOR ACADEMIC DISHONESTY IN THE ASPER SCHOOL**

If the student is from another Faculty and the academic dishonesty is committed in an Asper course, the student’s Faculty could match or add penalties beyond the Asper School’s.

F-DISC on transcript indicates the F is for disciplinary reasons.

<table>
<thead>
<tr>
<th>ACADEMIC DISHONESTY</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam (copying from or providing answers to another student)</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Sharing exam questions electronically during exam</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Possession of unauthorized material during exam (e.g., cheat notes)</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
<tr>
<td>Altering answer on returned exam and asking for re-grading</td>
<td>F-DISC in course</td>
</tr>
<tr>
<td></td>
<td>Suspension from taking Asper courses for 1 year</td>
</tr>
<tr>
<td></td>
<td>Notation of academic dishonesty in transcript</td>
</tr>
</tbody>
</table>
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>----------------------------------------------------------</td>
<td>-----------------</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?