



COLLEGE of BUSINESS AND ECONOMICS

SCHOOL OF HOSPITALITY, FOOD
AND TOURISM MANAGEMENT

MGMT4000 - Strategic Management Fall 2018 0.5 Credit weight

INSTRUCTOR INFORMATION

Instructor:	Mark Juhasz PhD
Office Location	RM 104, Macdonald Stewart Hall, SHFTM
Office Hours	Tuesdays - 5:30pm - 6:30pm
Department/School	School of Hospitality, Food and Tourism Management

Lecture: Tuesday evenings starting September 11 – 7:00-7:50pm

Lecture Room: ROZH 104

Seminar: Seminars run Monday through Friday

Classroom: Please consult Webadvisor for your specific location and time

Please be sure to read the course requirement descriptions below to fully understand the format, timing, and value of each assignment.

COURSE DESCRIPTION

Strategic management is a synthesis of the principles of business management with emphasis upon the formation of business decisions and policies. The purpose of this course is to enable the student to draw on analytical tools and factual knowledge from other courses in analyzing comprehensive business problems and establishing viable methods to implement developed plans of action.

(Pre-requisites: 1 of ECON*2560, ECON*3460 or ECON*3560; 1 of BUS*3320, FARE*3400 or MGMT*3320; and 1 of FARE*3310, FARE*4500, HTM*3120, or REAL*3890 / Co-requisites: None / Restrictions: BUS*4250, HTM*4200. Restricted to students in BComm. This is a Priority Access Course.)

COURSE PERSPECTIVE AND DESIGN

1. Lectures

This course includes lectures that explain the development, uses and key attributes of a series of strategic management concepts and tools. Students are expected to complete the weekly readings in advance of the lectures, and come to class prepared to actively participate.

2. Seminars

Seminars are used for team activities and presenting your team's work. Participation is graded in some way in all lectures and seminars. Students will work in teams to select, design, conduct the research and communicate the results. Each team will do this work from the perspective of a consulting team. Each team will be responsible for following the University of Guelph's guidelines for research. Some of this work will occur during seminars, but a significant amount of the work must be completed outside class with your team.

COURSE READINGS AND MATERIALS

Textbook: **Strategic Management and Business Policy: Globalization, Innovation and Sustainability**, Pearson 15/E Thomas L. Wheelen, J. David Hunger, Alan N. Hoffman, Charles E. Bamford.
ISBN-10: 0-13-452205-2 • ISBN-13: 978-0-13-452205-0

MGMT4000 COURSE LEARNING OUTCOMES

Students who successfully complete this course will be able to:

1. Understand how a variety of strategic management concepts and tools can be used in different situations and contexts (CRITICAL THINKING; GLOBAL UNDERSTANDING)
2. Plan, research and write a Semester Project that integrates business, ethical, social responsibility and sustainability criteria (CRITICAL & CREATIVE THINKING, LITERACY, GLOBAL UNDERSTANDING)
3. Develop and deliver strategic management communications that are professional and meet universal design principles (COMMUNICATING).
4. Work effectively in a team (PROFESSIONAL & ETHICAL BEHAVIOUR)

COURSE ASSESSMENT

ASSIGNMENT	VALUE TOTAL = 100%	<u>DUE DATE</u>	SUBMISSION LOCATION
Quizzes	15% (individual)	Week 4, Week 7, Week 8	In Seminar
Case Analysis	15% (team)	Week 5, Week 6 and Week 9	Dropbox and In Seminar
Final Exam	25% (individual)	Week 10	In Seminar
Project Presentations	10% (team)	Week 11 and Week 12	Dropbox and In Seminar
Semester Written Project	20% (team)	November 30	Dropbox
Participation Grade	15% (individual)	Weekly	In Seminar

SCHEDULE

* THE FOLLOWING IS A TENTATIVE COURSE SCHEDULE. PLEASE AMEND WITH ADDITIONS OR CORRECTIONS.

PLEASE REMEMBER THAT IT IS YOUR RESPONSIBILITY TO READ THE ASSIGNED CHAPTERS BEFORE THE CLASS. CHAPTERS ARE FROM YOUR TEXTBOOK.

Topic and Assignment	Lecture Date	Readings
<ul style="list-style-type: none"> Lecture: Basic Concepts of Strategic Management and Business Policy Seminar: Introduction to the Course, Seminar Format, TA/Student introductions, begin Group Formation, Objectives and Organization of the Course in relation to seminars – (1-2hrs) 	Week 1 September 11	Chapter 1
<ul style="list-style-type: none"> Lecture: Corporate Governance; Social Responsibility and Ethics in Strategic Management Seminar: Group Confirmation and Semester Project Topic Submission Seminar: Scenario Group Work – (2hrs) 	Week 2 September 18	Chapters 2 and 3
<ul style="list-style-type: none"> Lecture: Environmental Scanning and Industry Analysis; Organizational Analysis and Competitive Advantage Seminar: Groups Discuss Project Work Plan, Information Sources and Expected Table of Contents for the Final Semester Written Project – (1hr) Seminar: Scenario Group Work (1hr) <p><i>Please refer to the Group Project Description File</i></p>	Week 3 September 25	Chapters 4 and 5
<ul style="list-style-type: none"> Lecture: Strategy Formulation: Business Strategy; Corporate Strategy; Introduction-Suggestions for Case Analysis Seminar: Scenario Group Work (1hr) Seminar: Quiz # 1 in seminar: Chapters 1 to 5 (1hr) 	Week 4 October 2	Chapter 6, 7 and 13
<ul style="list-style-type: none"> Lecture: Strategy Formulation cont'd: Functional Strategy and Strategic Choice [<i><u>NB: October 9 lecture postponed to Nov. 29th, – Chapter 8 lecture material and slide deck will be posted to Courselink and be on both Quiz # 2 + Final Exam</u></i>] Seminar: Case Analysis # 1 (2hrs) – [<i><u>NB: Monday October 8 seminars will present Case Analysis # 1 presentations on Friday November 30th as per university calendar</u></i>] 	Week 5 October 9 –Fall Study Break Day – lecture postponed to Nov. 29	Chapters 8
<ul style="list-style-type: none"> Lecture: Strategy Implementation: Global Strategy Seminar: Case Analysis # 2 (2hrs) 	Week 6 October 16	Chapter 9
<ul style="list-style-type: none"> Lecture: Strategy Implementation: Organizing and Structure; Staffing and Directing Seminar: Quiz # 2 in seminar: Chapters 6, 7, 8, 9 (1hr) Seminar: Scenario Group Work (1hr) 	Week 7 October 23	Chapters 10 and 11
<ul style="list-style-type: none"> Lecture: Evaluation and Control Seminar: Quiz # 3 in seminar: Chapters 10 and 11 (1hr) Seminar: Scenario Group Work (1hr) 	Week 8 October 30	Chapter 12
<ul style="list-style-type: none"> Lecture: General Exam Overview Seminar: Case Analysis # 3 (2hrs) <p><i>The order of the presentations will follow Group numbers in Week 11 and 12</i></p>	Week 9 November 6	--
<ul style="list-style-type: none"> Lecture: 3 Case Study Presentations on Strategic Management: Globalization, Innovation & Sustainability Seminar: Final Exam (Chapters from 1 to 12) – (2hrs) 	Week 10 November 13	--
<ul style="list-style-type: none"> Lecture: 3 Case Study Presentations on Strategic Management: Globalization, Innovation & Sustainability 	Week 11 November 20	--

<ul style="list-style-type: none"> • Seminar: Semester Project Presentations – Groups 1-4 (approx. 25 mins each – presentation and Q&A) – (2hrs) 		
<ul style="list-style-type: none"> • Lecture: 3 Case Study Presentations on Strategic Management: Globalization, Innovation & Sustainability – November 27 • Make-up Lecture from October 9 > Nov. 29th 7-8pm same location: course overview • Seminar: Semester Project Presentations – Groups 5-8 (approx. 25 mins each – presentation and Q&A) – (2hrs) • Make-up Monday Oct 8 Seminars: Case Analysis # 1 (2hrs) – November 30 	<p style="text-align: center;">Week 12 Final Written Group Report due November 30</p>	--

COURSE POLICIES

1. Grading Policies

If you have any legitimate reason that may affect your ability to complete a graded activity or attend all the lectures or seminars this semester, you must email the course instructor (or your appropriate seminar TA) in the first 10 days of class.

This includes SAS and religious accommodations as well as attending *academic* activities for the College of Business + Economics; but excludes sports of all types, vacations, volunteer work and family commitments. As per University policy, serious acute illness and other compassionate reasons etc., will be accommodated provided appropriate documentation is provided.

A team/self/peer (“TSP”) evaluation may be used to adjust a student’s grade for the final presentation and final report. These adjustments are made at the instructor’s discretion using all information to which he has access.

a) Late Policy

Deadlines in this course are listed under course assessment.

- **Work that is 0-24 hours late gets a 50% penalty**
- **Work that is more than 24 hours late will not be graded**

The rationale for the penalty is that there is a cost to being late. If you file your taxes late, the cost is interest on the taxes owed. If you pick your kids up from daycare late, there is a cost to you paid to the daycare staff who worked overtime. If you apply for a scholarship and you are not on time, you lose the chance to compete. If your work is submitted late, the cost is grades. The rationale for the size of the penalty is to avoid lagging and to manage the expeditious grading of assignments.

b) Use of Turnitin.com

In this course, we will be using Turnitin to assist in detecting plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

c) Technology Policy

Technology problems are a fact of modern life—therefore you should develop work habits that take these possible problems into account. For example, always have a back-up of important work. Start your work early and save your work often. Except for a documented, university-wide catastrophic problem, technology-related issues will NOT be considered grounds for an extension to assignment deadlines or a reason to forgive a penalty

for late or wrong format submissions. With the resources you have available from the University and for free, being able to create / submit work electronically should never be an issue. Academic consideration (below) may be granted for illness or compassionate reasons only. There will be no academic consideration for technology-related issues.

d)Appealing a grade

All grade appeals must be made in writing to Professor Juhasz. An office visit will only be scheduled after a written appeal has been received. Please see the relevant section of the undergraduate calendar at <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>. Please note that “as soon as possible” shall be applied to mean at least three business days after receiving the grade AND not later than 10 days after.

2. Team Work

Students will be able to select their own teams. Students will be part of one team for the whole course.

Work submitted by a team of students will be treated as one “whole” piece of work and not “a collection of parts.” What does this mean? When creating the document, the team should endeavor to work together to ensure the document is complete and speaks with “one voice.” *All members of the team get the team grade for the final document, there are no different grades for different parts. If there is plagiarism present in the document, all members of the team will be investigated for academic misconduct.*

The team is responsible for completing a significant portion of the work required for this course. In extreme cases of team dysfunction, members of the team should consult with Professor Juhasz as soon as possible to arrange an intervention. Team dysfunction usually involves the “social loafing” problem where a “free rider” does not contribute to the work, but can involve other personality clashes between team members as well. Only under very unique circumstances, with proper documentation, will it be possible for the members of the team to receive different grades for a team deliverable. In such an event, the differential grades will be assigned by the professor at the end of the semester based on evidence such as seminar attendance, quiz grades, participation during lectures and seminars and any other hard evidence (i.e. emails etc.). Note that oral complaints not supported by evidence will not be considered.

ASSESSMENT& ASSIGNMENT DETAILS

1. Quizzes

There are 3 quizzes during lectures. Quizzes typically comprise multiple choice questions. If you are registered with SAS, you do not need to make special arrangements to write elsewhere since everyone will be afforded as much time as they need at the end of each lecture to complete the quizzes. Quizzes will be used to assess your understanding and selected applications of strategic management concepts and tools and selected general and prior knowledge as well as issues related to course management. Prior knowledge questions will be drawn from course material covered in the BComm. core. General knowledge questions will be drawn from current events and other selected sources. Questions relating to strategic management will be drawn from readings and any lectures or seminars that have been completed by the date of the quiz.

Any student missing these assignments due to an acceptable reason, *supported by appropriate documentation*, will have that test weight reassigned to the following test (i.e., the weight of the next Quiz would become 10%).

2. Case Analysis

Dr. Juhasz will announce during class, what the requirements are of the Case Analysis. Each one is worth 5% of a students' final grade. The Case Analysis will be group-based. All students in each team will receive the same grade, unless there are extremely extenuating circumstances (e.g., one member of the team is not making any contribution to the team's efforts), that are reported by the team to their seminar TA.

3. Semester Project

Please refer to the Group Project Description File.

4. Participation in Seminar

The participation grade is based on the individual effort of each student at each seminar, and students are required to use name cards. Students can earn marks for participation as follows:

- Effort and quality in class participation
- Group in-class discussions/activities

It is imperative to be well prepared for every seminar. Remember participation/preparation marks are not given for attendance alone. However, attendance is extremely important. In order to stimulate active learning, the seminar will be discussion and case studies oriented. Obviously, the quality of a discussion seminar is a function of the quality of each student's preparation. Therefore, it is the student's job to actively contribute, to be involved. The seminar lead expects that students will come prepared to learn, which includes being intellectually curious, acting with integrity and reliability, and willing to participate and work collaboratively with their classmates.

The seminar TA is most interested in your ability to demonstrate learning of seminar concepts (from the readings), which could include description/elaboration on concepts in readings, an application of seminar concepts to current events (i.e., show how seminar concepts relate to current events, or analyse current events in terms of seminar concepts), and/or a critical assessment of seminar concepts (i.e., conditions under which they would be more or less useful, and why).

The instructor/TA's evaluation stresses the thoughtful, meaningful contributions to seminar discussions and not the quantity of participation, per se. Quality participation is based on the quality of the insights exhibited, the student's ability to maintain continuity of discussion (i.e., pays attention to existing discussion/prior comments) and answers follow-up questions (which requires some degree of thought about the material—above and beyond mere reading--prior to seminar). Finally, your contribution to the spirit of the seminar (contributing to a positive learning environment) is also important.

Grade Performance Criteria
80-100 Excellent contribution
a) contributed substantially to the class discussion b) gave indication of thorough preparation and substantial thought c) facilitated others in clarifying and developing their points of view d) built on the thinking of others, integrating that thinking into his/her contributions to produce a larger synergic understanding of the issues
70-79 Good contribution
a) contributed significantly to the class discussion b) gave indication of substantial preparation and much thought c) facilitated the thinking of others in clarifying their points of view d) considered the thoughts of others, integrating those thoughts into her/his own contributions to

produce a larger synergic understanding of the issues
50-69 Fair contribution
a) contributed somewhat to the class discussion b) gave indication of some preparation and thought c) helped others in developing their points of view
30-49 Minimal contribution
a) contributed marginally to the class discussion b) gave indication of limited preparation or thought c) minimal constructive response to the contributions of others
10-29 Poor contribution
a) contributed little to the class discussion b) gave indication of little preparation or thought c) did not respond constructively to others
0 No positive contribution
a) did not contribute positively to the class discussion b) inhibited or impeded the class discussion

5. Project Presentation

Please refer to the Group Project Description File.

6. Exam

The exam will include a mix of medium and long (essay-type) questions, asking for factual knowledge about the readings and material covered during the semester. Questions will focus on your ability to integrate, synthesize, and critically interpret the material, while others will be applied in nature, asking you to use your knowledge to analyze and solve a particular strategic problem.

All course materials as indicated on the class schedule will be considered testable material (including cases, text, class notes, and other assigned material taught, shown or assigned prior to the date of the term test). Be sure to mark the final exam date in your calendar. Students who are not able to write the Exam are required to inform their TA prior to the Exam date and to make timely arrangements. Students who fail to write due to legitimate reason(s), such as medical illness must provide support by a doctor's note, and promptly make arrangements to write the final on another date within a week of the official exam date.

COURSE POLICY REGARDING USE OF ELECTRONIC DEVICES AND RECORDING OF LECTURES

Electronic devices—phones, tablets, laptops: You may bring and use your laptop in class only for the purpose of notetaking and seminar-related activities. However, the professor and seminar leaders reserve the right to ask you to put away your laptop if they find it to be distracting to them, you or your peers.

In regards to all smartphones/cellphones, students are required to turn off their phones and place them in their bag or jacket for the duration of the class. Phones are distracting towards the spirit of interaction and presence in class. A much more enriching learning environment will be fostered if all your attention is brought to class and the seminar.

Electronic devices such as laser pointers are strictly forbidden. Electronic recording—electronic recording *including posting clips and snapshots to Facebook, Snapchat, Twitter etc. and other social media of classes is expressly forbidden*. When recordings are permitted (e.g., in the case of a SAS student), they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written

consent of the instructor.

a) Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar: www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

b) Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. The documents that you create and your presentations to the class ALSO have to meet accessibility requirement. See also <https://www.uoguelph.ca/diversity-human-rights/accessibility> For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: www.csd.uoguelph.ca.

c) Drop courses

For regulations and procedures for Dropping Courses, see the Academic Calendar (<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/index.shtml>)

d) Academic Consideration – missed or late work

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration. Please send the email with the subject line "academic consideration request for ... provide the reason" and be sure to attach appropriate documentation. Note that you may be asked to provide an original copy of that documentation. For more information, see www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml