



MGMT*4000 - Strategic Management

Summer 2022 (0.5 Credit weight)

Lecture: Mondays 5:30-6:50 p.m. (lecture posted 8am each Monday morning)

Seminar: See section schedules below

General Course Information

Lead Instructor:

Dr. Mark Juhasz, Ph.D.

Office Hours & Location

By appointment – phone call or scheduled Zoom meeting

Department/School

Gordon S. Lang School of Business and Economics, HFTM

Lecture Time and Location:

mjuhasz@uoguelph.ca – myself or your Teaching Assistant will

Lectures will be posted every Monday at 8am each week through the Courselink platform. The link to the course is available in Courselink.

respond to your email within 24-48 hours from Monday-Friday between 9-5 p.m.

Seminar Time and Location:

Seminars are mandatory and will take place either in-person or virtually (depending on your section). Please refer to Web Advisor to confirm your Section Number. The sections are listed below, with the location of the seminar in parentheses. The virtual seminar takes place on Microsoft Teams.

Tuesday: In-person SEM MCKN Room 225 Tu 5:30PM-6:50PM; VIRTUAL SEM Tu 7:00pm-8:20pm

Prerequisites: 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.

Restrictions: BUS*4250, HTM*4200. Restricted to students in B.Comm. This is a priority access course.

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.

Course Learning Outcomes

Upon successfully completing this course, you will:

1. Understand how a variety of strategic management concepts and tools can be used in a real-world situation and context.
2. Plan, research and write a Semester Project that integrates business, ethical, social responsibility, and sustainability criteria.
3. Develop and deliver strategic management communications that are professional and meet universal design principles.
4. Work effectively in a team.

Knowledge and Understanding:

1. Describe the strategic management process and its various components.
2. Apply tools such as Porter's 5 forces, SWOT, PESTLE, and more to explain a strategic challenge and find appropriate solutions.
3. Differentiate between various organizational and business level functions, and explain which ones are most appropriate to use depending on the context.

Understand the triple-bottom line, with alignment of people, planet, and profits in a contemporary business context.

Discipline/Professional and Transferable Skills:

1. Use evidence from a variety of sources to make informed decisions and recommendations to address complex organizational design problems.
2. Work with a live client on an ongoing challenge facing the organization to provide actionable and timely insights to position the organization for success, both short- and long-term.

Summary of Course Content and Materials

The focus of this course will be on analyzing an evolving live case study. Working as consultants for an industry partner, students will be assigned into groups that are tasked with exploring potential solutions both short-term and long-term. In completion of this project, there are a number of benefits and limitations which groups must take into consideration as they build an implementation plan for their chosen solution.

Students will have a wide variety of materials at their disposal to help make an informed decision, ranging from specific documents and materials linked to your case study within CourseLink, to Q&A opportunities with the company’s representative. At the end of the semester, the industry partner will decide which project plans they feel are the strongest and best address their strategic issue. This is an excellent opportunity for students to have a real-world experience of working with a live client in putting a plan into action. The social value of this project is also significant for both parties, as our industry partner could use the knowledge and creative solutions of upper year Strategic Management students.

Course Assessment

			Associated Learning Outcomes	Due Date(s)
Assessment 1:	20%	Weekly Quizzes	LO 1	<i>Weeks 2–8</i>
Assessment 2:	15%	Participation	LO 2, 4	<i>Weeks 2-12</i>
Assessment 3:	10%	Project Modules	LO 1-4	<i>Weeks 3-8</i>
Assessment 4:	35%	Final Report (Executive summary, final report, presentation)	LO 1-4	<i>Weeks 10–12</i>
Assessment 5:	20%	Final Exam	LO 1	<i>(time TBD)</i>
Total:	100%			

Teaching and Learning Practices

Seminars

Separate from the lectures, which will be recorded and available weekly, each Monday for viewing (and which will form the basis of the quizzes and final exam), students join together each week with their (Graduate Teaching Assistant) GTA for 1.5 hours in **seminar** to cover that week’s assigned textbook readings. The course has been designed with the large student population in mind, utilizing the advantages of the Microsoft Teams Webinar platform which will give each seminar a presentation-like feel but also encouraging interaction.

Throughout each seminar, you will be prompted to respond to quiz questions regarding the material you just learned to gauge your comprehension and engagement with the various tools and concepts. If a student cannot complete a quiz, the average of their other quizzes will form the grade for the missed one, up to a maximum of 3 missed quizzes throughout the semester. There are no make-up quizzes or alternative

assignment options available. Finally, if a technical glitch occurs that prevents you from completing all or part of a quiz, you will need to provide evidence of the glitch to the professor within 3 days of the error occurring for an adjustment to be considered.

The lectures will be recorded and available for review following the session at any point throughout the remainder of the course.

During each seminar, you will work alongside the course's GTA, who will break your section up into project groups, and allow you to use the time to work through the assignment(s) due that week together. Your GTA will be available throughout the seminar to answer any questions your group may have. Since this is time for your group to work together, there are no expectations for your group to meet outside of this time throughout the course. Of course, those that do have historically performed better than those who only choose to meet during seminar time. It is up to you!

The participation component of the course is based on your contributions and efforts during seminar. Each seminar you can earn up to 1 point which is converted to a grade out of 15 (divided by 2 into a half-way and final grade). To effectively contribute means to arrive on time, stay in seminar until your entire group disconnects, and drive a discussion about your Project Module if it is your week to prepare it. It is important to arrive to seminar each week and participate along with your fellow group member in order to successfully complete the participation portion of the course. **If you are unable to attend seminar for a valid reason (illness, compassionate reasons, major unexpected life event, or religious accommodation) you must let your GTA and your group members know before seminar in order to still receive the participation mark.** Any missed seminars or final presentations (regardless of whether you have a speaking role or not) without explanation, will result in a '0' for that day's contribution. Please note that work conflicts, planned events (e.g., weddings, birthday parties, sporting/athletics events), and other absences unrelated to those listed above do not count as valid reasons to miss seminar. These rules also apply to lecture-based quizzes.

Course Resources

Expected Behavior:

Wearing Masks in the In-Person Seminar is Mandatory

It is necessary for all students, faculty, and staff to wear facemasks or cloth face coverings in classrooms, laboratories and other public spaces where in-person instruction occurs. We require the wearing of masks covering the nose and mouth in all physical classrooms to help mitigate the transmission of COVID-19. The University of Guelph as a community views the adoption of mask wearing as a sign of keeping others safe. Students who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance, should contact their professor.

Health-related Class Absences

Please regularly evaluate your own health according to Guelph – Wellington Public Health (<https://www.wdgpUBLICHEALTH.ca/>) or <https://www.uoguelph.ca/covid19/covid-info-for-students>. Do not attend class if you are ill / having any COVID symptoms.

You are encouraged to seek appropriate medical attention, the UofG Student Wellness Centre (<https://wellness.uoguelph.ca/>) is available to book an appointment with a medical professional.

In the event of having COVID-19 or other contagious illness, please do not come to class. Instead, email me about your absence as soon as you are able so that appropriate accommodations can be explored.

Please note that documentation (a Doctor's note) for medical absences is not required. As part of their commitment to maintain confidentiality, to encourage more appropriate use of healthcare staff resources, and to support meaningful dialogue between instructors and students, Student Health Services will not provide documentation of illness.

I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course.

Required Text: Kennedy, Reed. (2020) Strategic Management. Blacksburg, VA: Virginia Tech Publishing.

Link: <https://vtechworks.lib.vt.edu/handle/10919/99282>

Accessibility: The HTML and screen reader-friendly PDF versions of this book utilize header structures and include alternative text which allow for machine-readability.

License: License: Creative Commons Attribution-Non-Commercial-Share-Alike 3.0 United States

Other Resources: All materials required to complete your case study analysis are either available publicly on the internet or have been provided for you in your CourseLink section.

Course Schedule

Topic/Module	Week/Date	Lecture Content	Seminar Activity	Due this Week (see next table for due dates)	Textbook Chapters
Course Orientation	Week 1 (May 16-20)	Hybrid course (what makes it different, what stays the same). Tools for success (stable internet, camera, microphone, etc.). Overview of course outline. Q&A for students.	Team formation and introduction to case studies	Student Information Questionnaire; Team Project Module Agreement Form	N/A

Module 1: <i>Introduction to Strategic Management</i> May 23 – Victoria Day Holiday	Week 2 (May 23-27)	What is Strategic Management? How does one lead strategically? [Lecture posted May 23 – Seminars Tues. May 24]	Assessing your industry partner's organizational performance	Project Module 1	1 & 2
Module 2: <i>External Analysis</i>	Week 3 (May 30-June 3)	External environment	Complete a full external analysis of the various opportunities and threats facing your industry partner	Project Module 2	3
Module 3: <i>Internal Firm Analysis</i>	Week 4 (June 6-10)	Internal environment and synthesis of Strategic Issues and Analysis	Complete a full internal analysis of your industry partner using resource-based theory; Identify their strategic issue	Project Module 3	4 & 5
Module 4: <i>Business-level, Innovation, & Corporate-level Strategies</i>	Week 5 (June 13-17)	Generic business-level strategies (e.g., cost, focus, differentiation); Innovation and Competitive / cooperative moves	<i>Activity based on week's lecture</i>	N/A	6
	Week 6 (June 20-24)	Innovation and Competitive/Cooperative Moves	<i>Activity based on week's lecture</i>	N/A	7
	Week 7 (June 27-July 1)	Corporate-level Strategies (e.g. vertical integration, diversification, retrenchment, etc.)	Choose an appropriate strategic solution to overcome your industry partner's strategic issue	Project Module 4	8
Module 5: <i>Executing Strategy</i>	Week 8 (July 4-8)	Executing strategy through organizational design	Deep dive into industry partner's organizational design and structure recommendation	Project Module 5	10
Module 6: <i>Leading an Ethical Organization</i>	Week 9 (July 11-15)	Leading an ethical organization	Package your plan in accordance with socially responsible and ethical business guidelines	Project Module 6	11
Preparing an Executive Summary	Week 10 (July 18-22)	N/A (no lecture this week)	Executive summary final preparation and submission	Executive Summary	N/A

Preparing Final Presentations	Week 11 (Jul 25-29)	<i>N/A (no lecture this week)</i>	Presentation pitch final preparation delivery (see below for exact dates)	Final Presentation Slide	<i>N/A</i>
Final Presentations	August 2	In-Person Final Presentation Event			
Final Presentations	August 2	Virtual Final Presentation Event			
Final Report	August 2	Final Report preparation and submission	Final Report	<i>N/A</i>	
Final Exam	TBD			1-8, 10-11	

Course Due Dates by Seminar (deadlines at 5pm day of)

Deliverable	Seminar (both in-person and virtual)
Student Information Questionnaire	May 17
Team Project Module Agreement Form	May 17
Project Module 1	May 24
Project Module 2	May 31
Project Module 3	June 7
Project Module 4	June 28
Project Module 5	July 5
Project Module 6	July 12
Executive Summary	July 19
Final Presentation Slide	July 26
Final Report	August 2

Late and Missed Assignment Penalties

Given the weekly nature of this course, Project Modules submitted after new content has already been introduced is not helpful to you or your group members. As a result, late penalties are very strict: Between 0-24 hours after the deadline, a penalty of 50% will be applied. More than 24 hours, the assignment will receive a 0% grade (although feedback may still be given depending on the circumstances).

Of course, life happens. If you are ill, have a religious reason, or provide ample notice of an upcoming conflict (e.g., telling your GTA about an event planned at the start of the semester is okay, telling your GTA the day before is not), then short extensions are possible in these circumstances.

University Policies

Academic Consideration

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. While the University will not require verification of illness (doctor's notes) for the Summer 2022 semester it is still recommended to contact the instructor in order to discuss missed work.

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://www.uoguelph.ca/covid19/>) and circulated by email.

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 or not 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 Graduate Calendar:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2952.shtml

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 Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Equity, Diversity, and Inclusion Statement

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We

encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—will be recorded each week given the online format of the class. If you have any issues with being recorded in this way, please notify the instructor at the beginning of the semester and we can discuss options. Material recorded is restricted to use for the course, unless further permission is requested and granted.

Drop date

For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Date Submitted to Chair:	May 4, 2022
Chair Signature (Approval):	<i>S Elliot</i>
Date Approved by Chair:	May 4, 2022