



COLLEGE of BUSINESS AND ECONOMICS

SCHOOL OF HOSPITALITY, FOOD AND TOURISM MANAGEMENT

MGMT*4000 - Strategic Management Winter 2019 (0.5 Credit weight)
Lecture: Monday 5:30-6:20 pm WMEM103

General Course Information

Teaching Team: Your teaching team is composed of your lead instructor and your seminar leader. Remember that we are here to support you and help you succeed in this course!

Lead Instructor: Nadège Levallet, MBA, Ph.D.
Pronouns She/her/hers
Email nlevalle@uoguelph.ca
Office Location RM 308, Macdonald Stewart Hall
Office Hours By appointment
Department/School College of Business and Economics

Seminar Leaders: Michael Lever, Jingen (Lena) Liang, Nazanin Tangestanizadeh, Alireza Zolfaghari
Communication Mgmt4000@uoguelph.ca and Basecamp

Lecture Time and Location:
Monday 5:30-6:20 pm in WMEH103 (12 lectures January 7-April 1)

Seminars:

Section	Seminar Time	Seminar Location	Seminar Leader Name	Pronouns
0105	Tuesday 11:30am-1:20pm (11 seminars Jan. 8-Mar. 26)	MAC232	Michael Lever	He/his
0106	Tuesday 1:30-3:20pm (11 seminars Jan. 8-Mar. 26)	MAC232	Michael Lever	He/his
0103	Tuesday 3:30-5:20pm (11 seminars Jan. 8-Mar. 26)	MAC232	Nazanin Tangestanizadeh	She/her/hers
0107	Wednesday: 1:30-3:20pm (11 seminars Jan. 9-Mar. 27)	MAC232	Jingen (Lena) Liang	She/her/hers
0104	Wednesday 3:30-5:20pm (11 seminars Jan. 9-Mar. 27)	MAC232	Jingen (Lena) Liang	She/her/hers
0102	Monday 2:30-4:20pm (11 seminars Jan. 14-Apr. 1)	MAC232	Alireza Zolfaghari	He/his

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 BComm. 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 (LO)

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)

Summary of Course Content

Course Design

This is the capstone course for the College of Business + Economics (CBE). Our assumption for this course is that you have the knowledge base necessary to analyze a problem, think critically about it in an integrated manner, make decisions and offer solutions accordingly. Therefore, in this course, we will focus on applying theoretical concepts discussed in lectures and seminars to a semester-long project. The project represents the applied integration of the course and overall business concepts that will demonstrate a higher level of learning and a readiness for the workplace. This will be the focus of seminar sections.

In addition, as a CBE student about to graduate, your ability to communicate your ideas in a clear, convincing, and compelling manner is critical both orally and in writing. To this end, special emphasis will be placed on enhancing your presentations and business writing skills.

Course Philosophy

Business problems are complex, ambiguous, and rarely have a “right” solution. The external environment that organizations compete in is rife with social, cultural, technological, economic, environmental, political, legal, and competitive uncertainties. Some events arise that are unexpected and require a swift response, sometimes with limited planning. Organizations also find themselves collaborating with competitors on some projects while competing with them on others. This is the reality of today’s organizations in most industries, and managers still need to make decisions based on this uncertain, ambiguous information. This course is a challenging one, because the project’s objective is to let you deal with some of these complexities.

The teaching team has high expectations for your performance. Discussions will be most beneficial when you arrive to lectures and seminars well prepared and ready to actively engage. As you are about to graduate from the CBE at the University of Guelph in your respective majors, the knowledge and

experiences that you have acquired and will share with us will be of great benefit to all in this integrative course.

You will have the opportunity to make choices in this course, the most important one being the type of venture your team will develop. This is an important decision, and it will likely impact the extent to which you enjoy the course and derive learning benefits from it. Choose carefully!

Indicative Content

The full schedule for this course is available in CourseLink.

Course Assessment

	Weight	Description	Associated LO	Due Date
INDIVIDUAL ASSESSMENT: 50%				
Readiness to learn and engage:	20%	Pearson homework assignments Engagement in lecture (i>clicker) and in seminars	LO 1 - 4	<i>Throughout the semester</i>
Peer feedback:	10%	Formative feedback on peer submissions	LO 2 - 3	<i>Weeks 3; 10-12</i>
Exams:	20%	Midterm (10%) and final (10%) exams	LO 1; LO 3	<i>Mid-term: Week 6 Final exam: See exam schedule</i>
TEAM ASSESSMENT (COURSE PROJECT): 50%				
Project report:	37.5%	See project details	LO 2	<i>Weeks 3; 5; 10; 13</i>
Project presentations:	12.5%	See project details	LO 3	<i>Weeks 9-12</i>
TOTAL	100%			

Teaching and Learning Practices

This course is taught in a lecture/seminar format. The teaching team is composed of the lead instructor and seminar leaders. The lead instructor will deliver lectures while the seminar leaders will run seminars. We work together as a team to ensure that we deliver the course in a consistent and fair manner across all sections.

COURSE DELIVERY

Lectures	This course includes lectures that explain the development, uses, and key attributes of a series of strategic management concepts and tools. You are expected to complete the weekly readings in advance of the lectures and come to class prepared to actively participate using the i>clickers (see below).
Seminars	Seminars are used to reinforce key concepts through team activities and presenting your team's work. You will work in teams to select, design, conduct the research and communicate results, mostly in relation to your project. You will be asked to do individual research prior to seminar classes to enhance the value of team activities. While in-

seminar activities will benefit your team as you work toward completing your project, these activities are starting points only. A significant amount of the work must be completed outside class with your team.

READINESS TO LEARN AND ENGAGE

i>clicker participation I>clickers are used in lecture to encourage active learning. The purpose is to encourage critical thinking and to test understanding of the key concepts taught in class. It allows the lead instructor to gauge classroom knowledge and understanding and to provide further clarity of key concepts if required. You are responsible for buying an i>clicker (first generation clickers or the new version of clickers both work), bringing it to every lecture, and ensuring that the batteries work. **We will not loan out clickers if you forget to bring it.** Class participation will begin on January 21, 2019 (week 3).

Impersonation (using your absent friend's clicker to record their answers) will not be tolerated and constitutes academic misconduct. Being caught impersonating another student during lectures will require a meeting with the Dean who will determine the suspension penalty. It is a serious offence.

You must register your i>clicker in order to receive participation credit. We cannot match your answers to your name unless you register your i>clicker to your name using University of Guelph internal registration link. Please follow instructions in CourseLink under Content.

Engagement One of the key learning outcomes of this course is the ability to work effectively in a team. As such, 50% of your assessment is based on team work. Research and other publications have shown that meta-skills (e.g., teamwork, communication, time management) are an important component of student employability (see Finch et al., 2016 for example). We have designed this project to maximise the benefits from working in a team while making individual team members accountable for their work in the team. Your seminar classes will focus on preparing your team for completing your next project deliverable. Individual engagement includes preparation work for seminar and active participation in group and seminar discussions, including engagement in your team Basecamp.

Pearson homework To make the most of your lecture and seminar time, you need to be ready to learn. Readiness to learn requires you to come prepared to class and to have a good understanding of the course concepts. Each week, you will be assigned readings from the textbook and other sources. Once you have completed the assigned readings for the Pearson textbook, you will have the opportunity to test your understanding through weekly online homework assignments with Pearson MyLabManagement. These assessments will facilitate your learning in class and your team work in seminar, and they will help you get ready for the mid-term and final exam. Registration details are available in CourseLink.

PEER FEEDBACK

Peer Feedback During the semester, you will be asked to provide formative feedback to your peers on three occasions. These feedback assignments serve three purposes: 1) to provide formative feedback to another team and help that team improve their work; 2) to

demonstrate your knowledge and understanding of the assignment that your team also completed, therefore confirming your engagement in your own team work, and 3) to view different perspectives on other teams' projects that you can bring back to your own team. The three peer feedback assignments will be completed using the PEAR2.0 online tool. Details are available in CourseLink.

COURSE PROJECT

Project Report You will be assigned to a team (see below in Course Policies), and as a team, you will conduct a semester-long integrative project. This project leverages the knowledge and skills you have acquired over the course of your studies in the CBE as well as in this course. In addition to the industry-specific research you will conduct, we expect that you will need to revisit past courses (e.g., marketing, operations, finance) to complete this project. The objective is to emulate an assignment that you may receive on your first job. As such, your team will act as a consulting team within an organization led by your teaching team. More details are provided in CourseLink regarding the project, specific deadlines and mark allocation.

Project presentation Part of your responsibility as a business leader will be to communicate the results of your work to your senior partners. As such, you will prepare a formal presentation of your project. More details are provided in CourseLink.

Course Resources

Required Text:

- **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. See CourseLink for e-book instructions).

Other Resources:

- Mastering Strategic Management – 1st Canadian Edition. This is an open education resource available for free. See link to textbook in CourseLink.
- Additional readings as included in CourseLink.

Course Policies

Team formation

In your first job, you will not pick your colleagues and who you will be working with on projects. Regardless, you will be expected to work and perform well within that team. In this course, teams will be formed by the teaching team. Students will complete a short survey that will help determine the composition of the teams. Every effort will be made to create well rounded teams in terms of majors and communication styles. Except under exceptional circumstances, no changes in teams will be allowed.

Team rules

A team may choose to “fire” a team member if the team deems that the team member does not contribute to the project, but only after having exhausted all avenues to address the issues and with the approval of

the seminar leader. Examples include documented team meetings to discuss lack of contribution, lack of engagement, etc. and facilitating meetings run by the teaching team. If your team is considering firing a team member, reach out to your seminar leader to discuss options. A team member fired from their team will have to find a new venture, complete the project on their own, and will be held to the same standard as other teams.

Grading Policies

We want you to succeed and we hope we will not have to deduct points for late submissions. However, submitting assignments on time is an important skill that is easily transferred to the workplace. For instance, if your manager asks you to send her a report by a certain date and time, you need to do it or make sure to discuss alternatives with her ahead of the due date. Similarly, unless you have discussed an extension well ahead of the due date with your seminar leader, we will assign late penalties of 5% per day (including weekends) to any individual assessment (i.e. deducted from the assessment mark). The penalty per day for team assessments is set to 10% per day. Late assignments will not be accepted once graded assignments have been returned officially to the class at large, unless circumstances permit and alternative arrangements have been made.

If you find yourself unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, you should review the regulations on academic consideration in the Academic Calendar and discuss your situation with the teaching team, program counselor or other academic counselors as appropriate.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

Missed Assignments

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note that vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines. Unless under exceptional circumstance, no extra assignment will be provided to make up for a missed assessment.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the teaching team as soon as possible in order to make arrangements for your assessment if appropriate.

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. See the academic calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

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 Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.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/>

Course Evaluation Information

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

Drop date

The last date to drop one-semester courses, without academic penalty, is **March 8, 2019**. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>