



**MGMT\*4000 - Strategic Management**  
 Winter 2021 (0.5 Credit weight)  
 Lecture: Thursday 2:30-3:50pm on Zoom  
 Seminars: Tue-Wed (various times) on Zoom

## General Course Information

**Teaching Team: Your teaching team includes your lead instructor and your Graduate Teaching Assistant (GTA) Seminar Leader. Remember that we are here to support you and help you succeed in this course, so make sure to reach out for support!**

Lead Instructor: Nadège Levallet, MBA, Ph.D.  
Pronouns She/her/hers  
Virtual Office Hours After lecture (link in CourseLink)  
Department/School Gordon S. Lang School of Business and Economics

Seminar Leaders: To be confirmed

Communication **Project:** use Teams to communicate with Seminar Leaders  
**Other questions:** Check the **Ask the Teaching Team** discussion board in CourseLink first. You can also email [mgmt4000@uoguelph.ca](mailto:mgmt4000@uoguelph.ca) – In Subject line, specify: Topic, Section, Team, and the person you request an answer from. Lead Instructor and GTAs have access to this email.

### Lecture Time and Location:

Thursday 2:30-3:50 pm starting **January 14, 2021** (synchronous lecture on Zoom)

**Seminars:** Starting the week of **January 11, 2021** (synchronous seminar on Zoom)

Section	Seminar Day & Time	Seminar Leader GTA
101	Tue 8:30 am – 9:50 am	To be confirmed
102	Tue 10:00 am – 11:20 am	To be confirmed
103	Tue 11:30 am – 12:50 pm	To be confirmed
104	Tue 1:00 pm – 2:20 pm	To be confirmed
105	Tue 2:30 pm – 3:50 pm	To be confirmed
106	Tue 4:00 pm – 5:20 pm	To be confirmed
107	Wed 10:00 am – 11:20 am	To be confirmed
108	Wed 11:30 am – 12:50 pm	To be confirmed

**Prerequisites:** MGMT\*3320; 1 of ECON\*2560 or FIN\*2000, ECON\*3460 or ECON\*3560; 1 of FARE\*3310, 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 (CLO)

There are three major learning capacities in the MGMT\*4000-Strategic Management course: Key Concepts in Strategic Management; Project Management and Teamwork in Strategic Management Context; and Professional Readiness. Key pillars throughout this course are: digital innovation, sustainability and business ethics in both the local and global environments.

### 1. Key Concepts in Strategic Management

In MGMT\*4000-Strategic Management, you will leverage and apply strategic management-specific concepts to an industry project and to other assessments. To meet this goal, you will also build upon your prior learning and previous experiences throughout your business degree.

Upon successful completion of MGMT\*4000-Strategic Management, you will be able to:

- 1a. **demonstrate** competency and understanding of core business knowledge and concepts
- 1b. **identify** the links among business functions and interdependencies in order to **integrate** the different parts of business in a coherent whole and **recommend** a solution to a strategic problem
- 1c. **apply** strategic management concepts and tools to diverse contexts, for instance: Corporate Governance; Mission, Vision, Values, and Mandate; Strategy Development; Strategy Implementation; and Enterprise Risk Management
- 1d. critically **evaluate**, **iterate**, and **refine** research and analysis based on feedback received from different stakeholders

### 2. Project Management and Teamwork in a Strategic Management Context

Project management with a team-focused ethos is essential to succeed in MGMT\*4000-Strategic Management, as are transferable, process-related business skills that you can apply beyond the course.

Upon successful completion of MGMT\*4000-Strategic Management, you will be able to:

- 2a. **apply** principles of project management in an iterative manner, e.g., using feedback to revise documents and to adjust initial plans
- 2b. **demonstrate** an ability to work effectively in an interdisciplinary, diverse team, through the application of appropriate knowledge and skills, such as responsible decision-making and personal accountability
- 2c. **move** from individual excellence to collaborative excellence that goes beyond simple cooperation
- 2d. **identify** and professionally respond to team successes, challenges, and general issues and **refine** approaches to enhance teamwork and team performance

### 3. Professional Readiness

As you go through and complete your capstone experience of MGMT\*4000-Strategic Management for your BComm degree at the University of Guelph, you are preparing yourself for post-graduation. Knowing yourself and communicating well are essential to your success, both individually and in a team environment.

Upon successful completion of MGMT\*4000-Strategic Management, you will be able to:

- 3a. **reflect** on course experiences toward your professional and personal goals
- 3b. **communicate** verbally and in writing, both formally and informally, in a variety of business settings
- 3c. **brand, showcase, and market** yourself and your expertise in professional genres (including video, presentation, and documentation)

### Course Assessment

Individual (55%)		Associated CLOs	Due Dates
Quizzes on lectures & readings	15%	1a	Starting Jan. 14 (9 quizzes due every week)
Culminating Strategic Management Quiz	25%	1a-c	Mar. 25 (during lecture time)
Seminar Participation	10%	1a-d, 2b, 3b	All seminars
Survey-MGMT*1000 Research Project			Survey (end of Mar.)
Project Reflection	5%	2d, 3a, 3b	Apr. 9
CORE Certificate	n/a		Jan. 22
Team (45%)			
Seminar Team Submissions (x5)	15%	1a-d, 2b, 3b	Day after your seminar week of Jan. 25-29, Feb.1-5, Feb.22-26, Mar 1-5, Mar. 15-19
Project KEY Deliverables: - Insight Report with Refined Problem Statement (10%) - Poster Competition (10%) - Recommendation Report (10%)	30%	1a-d, 2a, 3b-c	Feb. 25  Mar 31 - Apr. 1 Apr. 8
Team Contract	n/a	2a-d	Jan. 22
Project Management Progress Report	n/a	2a-d, 3b	Day after your seminar week of Jan. 25-29, Feb.1-5, Mar 1-5, Mar 8-12, Mar. 15-19

\* Seminar submissions are team submissions but one team member, the submission 'Champion' is primarily responsible for the submission on a given week. 50% of the overall Project Team Submission will be assigned to the Champion submission. The other four submissions will account for the other 50% of the grade. Roles are changed for each submission until all submissions have been made and all team members have taken the lead on a submission. See Seminar Submissions document.

### Teaching and Learning Practices

This course is taught in a lecture/seminar format. The teaching team is composed of the lead instructor and GTAs. The lead instructor will coordinate the course and deliver lectures with the support of GTAs.

GTA seminar leaders will run seminars and coach you for the project. We work together as a team to ensure that we deliver the course in a consistent and fair manner across all sections. In return, we expect that you will treat everyone with respect.

## **COURSE DELIVERY**

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<b>Lectures</b>	Most lectures are lessons with two main components. The first part of the lesson will usually focus on the development, uses, and key attributes of a series of strategic management concepts and tools. The second part of the lesson will usually involve questions and answers about the project and concepts. You are expected to complete the weekly preparations activities (e.g., readings and videos) in advance of the lectures and be prepared to actively participate.
<b>Seminars</b>	Seminars reinforce key concepts through team activities and discussing your team's work with your Seminar Leader and the class. <b>Attendance to and participation in all seminars is critical to succeed in this course.</b> The focus of seminars will be on completing your industry project. You will be asked to do research prior to seminar classes and discuss your findings in seminar. Most weeks, your team will be submitting a deliverable that will be used toward finalizing your project. While in-seminar activities will benefit your team as you work toward completing your project, seminar time is not enough. A significant amount of the work should be completed outside class with your team.

## **COURSE PROJECT**

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<b>Industry Project</b>	Early in the semester, teams will be formed in seminar. As a team, you will conduct a semester-long integrative project for an organization. This project leverages the knowledge and skills you have acquired over the course of your studies in the Lang School of Business and Economics as well as in this course. To complement the industry and company-specific research you will conduct, you may need to revisit past courses (e.g., marketing, operations, finance) to complete this project. The objective is to provide a strategic recommendation to your partner organization. See Industry Project assessment (separate document) for more information on the assessment and related deliverables.
<b>Poster Competition</b>	On <b>April 1, 2021</b> , you will present your Industry Project during a Poster Competition in front of industry leaders and faculty. See Industry Project assessment (separate document) for more information on the assessment and related deliverables. The Poster Competition will be held during a live virtual event during lecture time. Additional information will be provided in CourseLink.

## Course Resources

### **Text:**

- MGMT4000-Strategic Management uses Open Education Resources and other resources that are free to students. Some resources we will use include:
  - Mastering Strategic Management – 1<sup>st</sup> Canadian Edition. This is an open education resource available for free. The link to textbook is included in your readings in CourseLink.
  - Additional readings are included in CourseLink.

### Online course etiquette

CourseLink, Zoom and MS Teams are considered the classroom in an online environments and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online. Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or GTAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning systems; and
- Sharing your username and password.

### Teamwork expectations

Attendance to and participation in all seminars is needed for a successful completion of the project.

Learning Outcome #2 of this course is related to project management and teamwork. We have implemented a number of assessments and check points to help you achieve this Learning Outcome. These include seminar submissions, team contract and project management progress report updates. These will help your Seminar Leader assess how your team is performing and offer support as needed.

It is **your team's responsibility** to reach out to us early if and when team challenges occur. The first step is to address the challenge within your team and to report the challenge/actions taken in your Project Management Progress Report. If these actions are ineffective, document the challenges and reach out to your Seminar Leader immediately for support. If you do not have evidence of the challenge or if you reach out too late in the semester, we may not be in a position to support the team. Under specific circumstances, the Seminar Leader may choose to assign a grade that is different from the team's grade. In addition, a team can ask their Seminar Leader to "fire" a team member only when all remediation avenues have been explored, documented, discussed with the Seminar Leader, and have proven ineffective in increasing the team member's contributions. The final decision to "fire" a team member lies with the Seminar Leader and Lead Instructor. The student in question will complete the project on their own. Other sanctions may be applied.

### 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 generally assign late penalties of **5% per day** (including weekends) to individual assessments (i.e., deducted from the assessment mark), unless otherwise noted on specific assessment documents. 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. Exceptions may apply depending on the circumstances.

Questions about a grade will only be answered within **7 days following the grade release**.

If you find yourself unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, we encourage you to 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 by **January 29, 2021** in order to make arrangements for your assessment(s) if appropriate. Notably, **make sure to register with SAS at the very start of the semester if you need extended time on quiz assessments** and notify your instructor so she can update your quiz time accordingly. The first quiz is due on during the first week of classes.

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures and seminars—cannot be recorded, copied or shared without the permission of the presenter, whether the instructor, the GTA, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Diversity and Inclusivity 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.

### **Territorial Acknowledgement**

The Gordon S. Lang School of Business and Economics acknowledges that we live and work on the treaty lands and territory of the Mississaugas of the Credit and on the ancestral lands of the Attawandaron people. Their historical relationships with the land continue to this day.

## 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](mailto: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 the last day of classes. For regulations and procedures for Dropping Courses, see the Academic Calendar:

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

### Disclaimer

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 [hyperlink to the website] and circulated by email.

### Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

### Course Commitment

PLEASE ACKNOWLEDGE READING AND ACCEPTING THE COURSE OUTLINE AND THE POLICIES AS STATED BY SIGNING BELOW. If you are not in a position to fully commit to the demands of this course in terms of workload, attendance to lecture and seminars, teamwork and project expectations, drop the course now and take it when your schedule is more flexible.

Name (print): \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Date Submitted to Chair:</b>	December 7, 2020
<b>Chair Signature (Approval):</b>	
<b>Date Approved by Chair:</b>	