Fall 2011 Class Times and Locations

Dr. Michael Cox / Section 1: Mon, Wed, 10.00 – 11.20 Room: MACK 228  
Dr. Erna Van Duren / Section 2: Mon, Wed, 11.30 – 12.50 Room: MACK 228  
Dr. Michael Cox / Section 3: Mon, Wed, 2.30 – 3.50 Room: MACK 228  

OFFICE HOURS AND E-MAIL DETAILS WILL BE POSTED ON THE COURSE D2L SITE

Required Course Materials and internet access requirements


1) Please ensure that you have ready access to the internet, since you will rely on it for:  
   a. Access to the D2l site which contains schedules, assignments, team assignments and other material needed to complete the course  
   b. Research for the team project  
   c. Access to your xxxxxxxxx@uoguelph.ca email  
2) Only e-mails originating from xxxxxxxxx@uoguelph.ca accounts will be answered in this course.  
3) Normal turnaround time for emails is 24-36 hours on weekdays and 48-60 hours on weekends.  
4) Please use the email address listed on the news section of the d2l site. This is important since your professor’s regular email address may not be one that is used for various aspects of this course.

Course Description and Learning Objectives

Business Policy is concerned with the responsible leadership and strategic management of diverse organizations in the contemporary context.

The global-local context involves: competition, complexity, change and at times crisis scenarios. These factors require exceptional strategic leadership, management competence and organizational capacity to build capability.

The course of studies integrates theory and practice using cases, organizationally based projects and class discussion of these cases and projects. This applied learning integrates case decision-making for understanding
the inter-play of strategic leadership, policy formulation, and strategic management in strategy implementation. The contemporary context involves private sector, public sector and social enterprise.

The capstone case course in the Bachelor of Commerce program builds on and integrates concepts, techniques and tools of the previous three years’ course of studies.

The course is focused on a learner-centred approach to self-develop “enabling” leadership competencies that include: developing perspective, sense-making, strategic thinking, problem-solving, decision-making and team-building.

These “enabling” leadership competencies build on the “functional” management competencies developed in prior courses such as operations, finance, marketing and human resources.

**Learning Objectives for the course are:**

1. Developing perspective for assessing responsible leadership and strategic management.
2. Understanding the inter-relationships and implications for decision-making used in the strategic management of a variety of organizations (Components of Strategy, PEST analysis, Porter’s 5 Forces, Internal Analysis, GAP analysis, strategic option generation and assessment, implementation plans, business level strategy, corporate strategy and more).
3. Identifying “SAY-DO GAPS” the strengths, weaknesses, opportunities and threats that shape the strategic leadership and organizational performance. This helps to understand the ethos, motives and intent of leadership decision-making in the formulation of policy, mission and strategy implementation.
4. Evaluating ethical decision-making approaches to measure the full-costs and benefits to shareholders and stakeholders in building trust, creating value and measuring return on integrity to build long-term brand equity.
5. Fostering effective communication in “collaborative” team projects, presentations and various written formats to inform, persuade and influence strategic management decision-making and outcomes. This tacit learning is required for knowledge sharing, knowledge transfer and innovation for leveraging return on intelligence to build strategic capability. Finally, learn the importance of dialogue to strengthen course work and case analysis. This dialogue creates shared understanding for an informed and insightful knowledge-based approach to interpret key success areas to “measure what matters” and return on investment in financial capital, human capital, brand equity and CSR (corporate social responsibility). This dialogue will help you recognize responsible leadership and strategic management best practices for creating value for shareholders and stakeholders.

**Effective learning in this course requires:**

1. Completing the readings each week as indicated in the course schedule
2. Preparing answers to the case or project questions as indicated in the instructions on the D2L site. This is important since the type of grade varies by the nature of the work you will be required to complete for any given class
3. Participating in class
4. Working effectively in your team to complete a team case analyses and team strategy project
5. Being actively engaged in class so that you are fully prepared for the final week in-class exercise
Assessment/Grading Scheme

TEAMWORK

TEAM CONTRACT AND SELF AND PEER EVALUATION:
This is to be completed and signed by each person in the assigned team. There will be class time devoted to this activity and the grade will be in two parts
i) TEAM CONTRACT = 10%
ii) SELF AND PEER EVALUATION MECHANISM +/- 5% (which will be submitted at the same time as the final team report. Note that the +/- 5% means any individual can lose or gain up to 5% of the team grade based on their evaluation)

TEAM CASE ANALYSIS, PRESENTATION AND CLASS DISCUSSION FACILITATION
Team Case analysis is with a formal team presentation and team led in-class case discussion.
Team submissions require:
• 6 page power point
• 2 page strategic assessment (with up to 3 extra pages for exhibits)
• Formal presentation
• Note that a printed copy of the power point and the 2 page strategic assessment MUST be submitted to the instructor in class, before the team presentation starts

TEAM PROJECT ON AN ORGANIZATION’S BUSINESS STRATEGY
Project links theory, case analysis and practice to illustrate understanding of key concepts and application.

ORGANIZATION STRATEGY ASSESSMENT REPORT
- 10 pages, with up to 3 extra pages for charts, tables etc
- Due one week after the last day of class

FORMAL IN-CLASS PRESENTATION
• 7-10 page power point
• Formal presentation
• Note that a printed copy of the power point and the 2 page strategic assessment MUST be submitted to the instructor in-class, before the team presentation starts

INDIVIDUAL

INDIVIDUAL CASE ANALYSES (BASED ON A CASE TO BE PRESENTED BY ANOTHER TEAM)

CLASS PARTICIPATION

FINAL WEEK IN CLASS ASSESSMENT: QUESTIONS BASED ON CASES AND PROJECT PRESENTATIONS
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 12/14</td>
<td>Course Introduction and Learning Objectives:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Assign Individual Case Analyses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Assign Team Project # 1 and #2</td>
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<tr>
<td></td>
<td></td>
<td>- Team Contract /Class Work</td>
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<tr>
<td></td>
<td></td>
<td>- Read Chapters 1, 2, 3, 4</td>
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<tr>
<td>2</td>
<td>Sep 19/21</td>
<td>Case 1: TML CASE</td>
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<tr>
<td></td>
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<td>- Team Contract Due</td>
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<tr>
<td></td>
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<td>- Read Chapters 5, 7, 8</td>
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<td>3</td>
<td>Sep 26/28</td>
<td>Case 2: Whole Foods</td>
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<td></td>
<td></td>
<td>- Read Chapters 6, 7, 8, 9</td>
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<tr>
<td></td>
<td></td>
<td>- TEAM 1,2 PRESENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- INDIVIDUALS ON TEAM 1 SUBMIT CASE ANALYSIS</td>
</tr>
<tr>
<td>4</td>
<td>Oct 3/5</td>
<td>Case 3: GAMMON LAKE – DAY 1</td>
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<tr>
<td></td>
<td></td>
<td>- Read Chapters 10, 11, 12</td>
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<td></td>
<td></td>
<td>- TEAM 4 PRESENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- INDIVIDUALS ON TEAM 8, 9 AND 10 SUBMIT CASE ANALYSIS</td>
</tr>
<tr>
<td>5</td>
<td>Oct 10/12</td>
<td>THANKSGIVING</td>
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<td>6</td>
<td>Oct 17/19</td>
<td>Case 4: Western Zagros</td>
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<td>- Read Chapters 13, 14, 15</td>
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<td>- TEAM 6 PRESENTS</td>
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<td>- INDIVIDUALS ON TEAM 2 SUBMIT CASE ANALYSIS</td>
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<tr>
<td>7</td>
<td>Oct 24/26</td>
<td>Presentations by course instructors and guests</td>
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<td>8</td>
<td>Oct 31 / Nov 2</td>
<td>Case 5: Starbucks</td>
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<td></td>
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<td>- Read Chapter 13, 15, 16</td>
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<td></td>
<td></td>
<td>- TEAM 9 PRESENTS</td>
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<td></td>
<td></td>
<td>- INDIVIDUALS ON TEAM 5 SUBMIT INDIVIDUAL CASE ANALYSIS</td>
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<tr>
<td>9</td>
<td>Nov 7/9</td>
<td>Case 6: Planet Bean</td>
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<td></td>
<td></td>
<td>- TEAMS 11 &amp; 12 PRESENT</td>
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<td></td>
<td></td>
<td>- INDIVIDUALS ON TEAM 3 and 4 SUBMIT CASE ANALYSIS</td>
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<tr>
<td>10</td>
<td>Nov 14/16</td>
<td>Team Presentations TEAMS 7, 8</td>
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<tr>
<td>11</td>
<td>Nov 21/23</td>
<td>Team Presentations TEAMS 5, 6</td>
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<tr>
<td>12</td>
<td>Nov 28/30 Dec 1</td>
<td>Team Presentations TEAMS 11, 12</td>
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</table>
Some Important Policies

1) Unless you have discussed an extension well ahead of the due date, late penalties of 5%/earned grade/day (excluding weekends) will be assigned.
2) Medical notes may be required for missing a formal presentation. Otherwise, we expect 4th year students to use good judgment.
3) Please keep copies of all your graded and returned work.
4) If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please meet with us during the first week of classes.

University Policies and Regulations

All students are expected to abide by the University’s academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml). Some regulations are highlighted below:

**Academic Misconduct:** The University of Guelph is committed to upholding the highest standards of academic integrity and directs 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. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University’s policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml You are also advised to make use of the resources available through the Learning Commons (http://www.learningcommons.uoguelph.ca/) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty has the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

**Academic Consideration:** Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counselor or Academic Advisor as appropriate.

**Religious Holidays:** Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml
Assignments and other Instructions

Team Contract

Each student must contribute to the development and sign a copy of the team contract. The contract must be structured to
- Ensure the team is as effective and productive as possible
- Define each member’s roles, expectations and how other team members will evaluate if those roles and expectations have been fulfilled
- Cover work related to the team case presentation and the organization project
- Reflect the criteria in the self and peer evaluation mechanism (see below)
- Include a time table and method for tracking if expectations have been met
- Be no more than 3 pages

Please ensure the following information is provided in the team contract:

Team Identification
- Section #, Team # and a name to be selected by the team
- Names of case and organization for which the team is responsible and the scheduled due dates for any work for which the team is responsible

Team Members

Provide first and last names of all team members, as well as their relevant e-mail addresses (i.e. University of Guelph E-mail). Non university email will not be used.

Goals

What are each individual’s goals for the team effort? What are the team cooperative goals? Have each of the team members bring a written version of their goals for the team project to the first meeting, and keep a record of them. Use each person’s learning goals as the starting point for negotiating the team’s goals.

Activities and Tasks

As a team, review what work is required to be completed as a team. For each assignment and any other team activity, determine what tasks or activities are required to complete the assignment or the team activity. Think about which activities can be done as individuals and which must be done as a team in order to be completed effectively and properly.

Scheduling

As a team determine the due dates for each team assignment and activity and any dates by which tasks related to each assignment should be completed. Make a chart that displays which team members will be responsible for completion of these tasks and by which dates. For example, if the team needs to have a team discussion on external analysis by Oct 10th, state clearly that all team members need to attend this team discussion. A thorough schedule can also be used to keep track of how well team members are meeting their commitments. Each person in the team can note if the activity was
completed on time (see italicized and bracketed examples that begin with E= to indicate evaluation). The schedule may use the following format:

**Team Schedule (example only)**

<table>
<thead>
<tr>
<th>Activity, Date to be completed</th>
<th>Team Member Names</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student 1</td>
</tr>
<tr>
<td>Example ...</td>
<td></td>
</tr>
<tr>
<td>.. Internet search for industry information for assignment 1</td>
<td>Oct 4 (E=done)</td>
</tr>
<tr>
<td>.. notes for PEST analysis</td>
<td>Oct 4 (E=late)</td>
</tr>
<tr>
<td>.. team meetings to draft assignment 1</td>
<td>Oct 6-7 (E=Good)</td>
</tr>
<tr>
<td>.. draft typed version of assignment 1</td>
<td></td>
</tr>
<tr>
<td>.. review of draft version of assignment 1</td>
<td>Oct 9 (E=Good)</td>
</tr>
<tr>
<td>.. final typed version of assignment 1, print and submit</td>
<td></td>
</tr>
</tbody>
</table>

Since it can be difficult to judge all the activities required to complete a team project ahead of time, it is a good idea to leave some extra rows in the table for each assignment to add tasks and due dates.

Note that the teamwork schedule is the outcome of the team’s goals and their activities and tasks. The teamwork schedule can also assist in the dispute resolution mechanism and the peer evaluation mechanism. These are discussed.

**Conflict Resolution**

The team should identify and agree collectively how conflicts will be resolved. *(see the conflict and dispute resolution file).*

**Contract Signatures**

Ensure that all team members sign the team contract and submit to the course instructor by the end of the 5th scheduled class.
## SELF AND PEER EVALUATION MECHANISM:

For each member of your team, including yourself, enter the following:

<table>
<thead>
<tr>
<th>YOU</th>
<th>Others in Alphabetical order of last name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last Name</td>
</tr>
<tr>
<td></td>
<td>First Name</td>
</tr>
</tbody>
</table>

And then rate each person on each of the items below, taking into account all course related activity (please use the scale below):

1. On time with work that was agreed to
2. Report writing skills
3. Power Point skills
4. Analytical skills (excel, regression, financial, operations and other calculations etc.)
5. Presentation skills, facilitation of class discussion
6. Drawings, diagrams development and application skills
7. Creativity
8. Positive, effective criticism of others
9. Integrating all concepts and data for the presentations and report
10. **Overall**

4 = outstanding, beyond what I have experienced with other team work
3 = good,
2 = sufficient to meet expectations at this point in the program
1 = insufficient to meet expectations at this point in the program
0 = not acceptable
Course Participation - Evaluation Guidelines

Participation in all facets of this course is essential to effective learning. However, participation in class discussion will be graded using the following approach.

Students will be assigned -- 0, 1, 2 or 3 for each class using the following criteria.

“0” Student made no contribution to the class discussion. Attendance at class without any participation can result in a zero grade, since attendance is not graded. Student is asked a question by the instructor, which he/she cannot begin to answer.

“1” Student shows evidence of interest in class. Information that is “just rehashing the facts” is provided. Student repeats other student’s comments without adding new analysis or insight. If asked a question by the instructor, the student can provide a simple factual answer.

“2” Student is actively engaged in class and makes analytical comments. He/she understands the issues being discussed and makes useful comments, which contribute to other students’ learning. Comments are relevant and well thought-out. If asked a question by the instructor, the student provides a well thought out answer.

“3” Shows superb understanding of the issue being discussed by providing excellent insight into strategic management issues. This can be done by linking strategic management concepts to the issues in the case, linking learning from other courses to strategic management issues or being able to synthesize several strands of discussion into an effective conclusion.

Note: Students will be assigned a permanent seat by the beginning of the second week of class and will be expected to bring name cards to each class.
TEAM CASE ANALYSIS

For the assigned case, prepare the following analysis

POWER POINT SLIDES

Ensure your PPT has the following headers and footers:

Header Format:

| Case Name (and all team member names) |

Footer Format

| Section #, Name of student who is presenting this slide |

Prepare no more than 6 slides that cover the information your team develops on the topics below.

- Slide 1: Organization’s Strategy
- Slide 2: External Analysis
- Slide 3: How is the organization in this case performing?
- Slide 4: What are the key strategic issues facing this organization?
- Slide 5: What alternatives exist to address these issues?
- Slide 6: Format for facilitating class discussion on these issues

STRATEGIC ASSESSMENT (2 pages)

- Provide an executive summary level analysis of the key issues facing the organization in the case and your team’s suggested alternatives
- You may add up to 3 pages of tables, diagrams etc to support your analysis
- Please provide the following information in the header “Case Name (and all team member names)”

PRESENTATION TO THE CLASS

- Please ensure that each team member presents at least one slide
- Introduce each team member, using first names and last names
- The formal presentation will be 15 minutes
- Facilitation of class discussion will depend on the number of team presenting

Presentations will be graded on:
- Clarity of speech and communication
- Appropriate use of slides
- Ability to convey important information to the audience
  Facilitation of class discussion will be graded on ability to engage the class in discussion
INDIVIDUAL CASE ANALYSIS

(BASED ON A CASE TO BE PRESENTED BY ANOTHER TEAM, SEE SCHEDULE FOR YOUR ASSIGNED CASE)

In a formal report of no more than 6 pages, provide your analysis and assessment for the organization featured in the case.

Ensure that your report covers the following

- Organization’s Strategy
- External Analysis
- How is the organization in this case performing?
- What are the key strategic issues facing this organization?
- What alternatives exist to address these issues?
- Your selected alternative and how it could be implemented

Note that you may add up to 3 pages of exhibits

On the cover page, please provide the following:

- Your name
- Section number
- Case being assessed
- Due date

NOTE THAT THIS REPORT WILL BE 10 PAGES OR FEWER IN TOTAL
Team Project on an organization’s Business Strategy

This project requires the application and integration of all course concepts and tools to develop an assessment of an organization’s strategy. It requires the completion of X

Formal presentation to the class

- Please ensure that each team member presents at least one slide
- Introduce each team member, using first names and last names
- The formal presentation will be 15 minutes
- Facilitation of class discussion will depend on the number of team presenting

Presentations will be graded on:
- Clarity of speech and communication
- Appropriate use of slides
- Ability to convey important information to the audience
  Facilitation of class discussion will be graded on ability to engage the class in discussion

Power Point slides
- Aim for 9-10 pages of slides
- Do a formal presentation
- Note that a printed copy of the power point MUST be submitted to the instructor in-class, before the team presentation starts

Incorporation of feedback provided through the class presentation and class discussion is expected for the final report

Formal Final Report

The guidelines for this project are provided for the report. It is expected that each team will cover the essential information in this report through a formal presentation to the class.

Introduction

Strategy Description and Assessment

Strategic Direction

This analysis can be started by stating the organization’s mission and or vision statement, along with their strategic goals. Make sure that these items are clearly titled.

For the mission and/or vision statement, answer the following:
1. Specify how the mission statement defines the organization’s business. Does it answer the questions “What is our business? What will it be? What should it be?” Is this definition a “good” one in your view? Why or why not?
2. Describe whether the mission statement identifies the organization as “product-oriented” or “consumer-oriented”. Do you feel the statement is appropriately oriented? If not, suggest how it should be modified to be more appropriate.

3. Describe how the mission states the organization’s philosophy. Does the philosophy describe how the organization will deal with its stakeholders’ claims? Do you feel the mission overlooks any important stakeholders?

4. Based on your assessment, demonstrate whether and how the mission statement answers questions like:
   - How are needs being satisfied? (What do we do best?)
   - What is being satisfied? (What need do we meet?)
   - Who is being satisfied? (Whose need do we meet?)

For the organization’s **strategic goals**, answer the following:

1. Group the organization’s strategic goals under categories such as market standing, innovation, resources, profitability, development of capabilities and other categories you deem appropriate.

2. Based on your knowledge of the organization and its environment are these goals appropriate today? In 5 years?

3. Are the goals specific, planned targets that indicate how the organization will achieve its mission and/or vision?

4. How is progress towards these strategic goals measured or otherwise assessed by the organization? Are the indicators quantitative or qualitative, leading, current or lagging?

**Product-Market Strategy**

Complete a table that contains the organization’s major product and/or product lines and markets

<table>
<thead>
<tr>
<th>Product or product line</th>
<th>Market 1</th>
<th>Market 2</th>
<th>.....</th>
<th>Market “M” (depends on how many are relevant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product or product line A</td>
<td>1A / describe the products of type A that are provided to market 1</td>
<td>.....</td>
<td>.....</td>
<td>MA / describe the products of type A that are provided to market M</td>
</tr>
<tr>
<td>Product or product line B</td>
<td>1B / describe the products of type B that are provided to market 1</td>
<td>.....</td>
<td>.....</td>
<td>MB / describe the products of type B that are provided to market M</td>
</tr>
<tr>
<td>.....</td>
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</tr>
<tr>
<td>Product or product line “N”</td>
<td>1N / describe the products of type N that are provided to market 1</td>
<td>.....</td>
<td>.....</td>
<td>MN / describe the products of type N that are provided to market M</td>
</tr>
</tbody>
</table>

**Competitive Premise**

Describe the organization’s competitive premise. Be sure to explain how it intends to win in the market place. Also, for each of the numbered criteria explain what the organization will offer its customers that are:

1. important to them,
2. different from our competitors,
3. economically feasible and
4. difficult to match / imitate.

**External Analysis**
1. Describe the industries that account for the majority of your company’s sales.
2. How do these industries relate to the environments in which your organization conducts business?
3. Prepare a PEST analysis to the environments in which your selected organization functions.
4. For the industry that your team judges to be most important to your organization’s success, prepare a Porter’s Five Forces Model analysis.
5. Prepare a description of different strategic groups that may exist in the industry. How do companies within these strategic groups compete differently from each other?
6. Provide an explanation and assessment of the critical success factors for competing in the industry.

**Internal Analysis**

1. Description and assessment of the organization’s tangible and intangible resources across any or all areas of its business system.
2. What types of capabilities has the organization developed? How well do they meet the needs of the external environment? Do they create a competitive advantage for the organization? If so, what is the competitive advantage?
3. How well do any or all of the factors discussed above support the organization’s other components of strategy (strategic direction, product-market strategy, competitive premise)?
4. Are the gaps between the organization’s critical success factors and its resources, capabilities etc? What are the implications of these gaps for the organization’s future success?

**Performance assessment**

1. Financial
2. Other functional area measurements
3. Other measurements or assessment that you develop

**Strategy Assessment**

Some questions that are essential to address about the organization’s components of strategy include:

1. Do they make sense given your external analysis?
2. Are they internally consistent? Do they support each other?
3. Do the organization’s business systems and capabilities support the strategy? How?
4. Given your external analysis and your analysis of the individual components of strategy, do the four components “work” together to meet the needs of the external environment?
5. How do the components of strategy contribute to the organization’s performance?

**What is your assessment of how well this organization will do in the future?**

**FINAL IN CLASS ASSESSMENT**

- QUESTIONS BASED ON CASES AND PROJECT PRESENTATIONS

*Questions and format for final week in-class assessment will be handed out at the beginning of the Nov 9th class.*
The following 30 organizations provide substantial opportunities for conducting in-depth research to develop understanding of a “Made in Canada” business context, complexity, challenges, crisis and issues shaping responsible leadership and strategic management in organizations. Each of the course sections will have 10-12 project teams for research, analysis and presentation. Teams in each section will be provided the opportunity to select a first, second and third choice from the following companies.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Rare Earth Metals</td>
<td>Dacha Strategic Metals Inc. <a href="http://www.dachametals.com">www.dachametals.com</a></td>
<td>Avalon Rare Earth Metals <a href="http://www.avalonraremetals.com">www.avalonraremetals.com</a></td>
<td>Rare Element Resources <a href="http://www.rareelementresources.com">www.rareelementresources.com</a></td>
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