



MGMT4000 - Strategic Management Winter 2017 0.5 Credit weight

A. INSTRUCTOR INFORMATION

Instructor:	Dr. Erna van Duren
Email	mgmt4000@uoguelph.ca
Office Location	MACS224
Office Hours	Fridays 1:00 to 3:00 p.m., except for weeks with student presentations
Department/School	School of Hospitality, Food and Tourism Management

B. COURSE SCHEDULE AND CLASSROOM LOCATION

Lectures are on Monday evenings and begin on January 9

Seminars: You must attend the seminar section you are registered in. Seminars begin January 16

Section	Seminar Time (all seminars are in MAC149)	Seminar Leader	If you need to see your seminar leader, please do so after your seminar.
01	Wednesday 12:30 to 2:20 p.m.	Sandy (Ye) Shen	
02	Monday 12:30 to 2:30 p.m.	Mychal Ann Hayhoe	
03	Friday 11:30 a.m. to 1:20 p.m.	Michael Lever	
04	Monday 3:30 to 5:20 p.m.	Shuyue Huang	

C. COURSE CALENDAR 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 plans and methods to implement the 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 B.Comm. This is a Priority Access Course.)

D. COURSE PERSPECTIVE AND DESIGN

In this course, we take a consulting perspective. Students will form consulting teams, which will complete various learning activities and design, research and communicate the results of a Business Research Case ("BRC").

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.

2. Seminars

Seminars are used for team activities and presenting your team's work. Participation is graded in some way in all seminars. The specifics of the participation grade vary by the type of seminar activity and can be found in the assignments section of this outline. Attendance will be taken at all seminars to assist with grading of participation and track each student's options with respect to quiz grades.

3. Business Research Case "BRC"

Students will work in teams to select, design, conduct the research and communicate the results of a business research case. Each team will do this work from the perspective of a consulting team. Each team will be responsible for following 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 and some may require travel or internet/phone calls, although these are not necessary to complete the project. Some aspects of the BRC will receive a team grade and some will receive an individual grade. Most aspects of the BRC will have a participation component. Students will work in teams of 9-10 students. All seminar sections will have 10 teams.

E. COURSE READINGS AND MATERIALS

1. Readings

Required readings for this course are available in CourseLink or on electronic reserve. The reading list is on the last page of this course outline.

2. Technology

All work submitted for grading in this course must be in a file format that works with Office 365. Office 365 Education is available for free to current University of Guelph Undergraduate Students with valid (@mail.uoguelph.ca) e-mail accounts. See the <https://www.uoguelph.ca/ccs/software/software-distribution> for instructions. You may of course use any other software to create your work including Google Docs/Sheets/Slides and others. Make sure someone on your team has a computer on which you can present using PowerPoint.

3. Materials for Posters

In seminar 5, teams will display posters. The cost for these is a team responsibility.

4. Computer, Phone & Internet Access

All students should have access to a smart phone or computer during seminars and lectures. If you do not have one of these, *you must inform your Seminar Leader during Seminar 1.*

5. Top Hat Access

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (www.support.tophat.com/hc/en-us/articles/200019034-Top-Hat-Overview-Getting-Started) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: Unique Course URL.

Note: Our Course JOIN CODE for lectures is 901400.

Each seminar will also have a JOIN CODE, which will be provided by your seminar leader.

Top Hat requires a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. Should you require assistance with Top Hat at any time, please contact their Support Team by email (support@tophat.com) or by calling 1-888-663-5491

It is the student's responsibility to ensure your

- 1) UofG ID,
- 2) full name as it appears on your UofG student registration
- 3) UofG email

are correctly entered in your TopHat subscription.

There will be trial quiz during lecture 2 that will allow the teaching team to identify students who do not have this information correctly entered in TopHat. A list of students who need to fix any or these 3 pieces of information will be posted on **JANUARY 18TH**. Students who do not fix these items will not be able see their TopHat grades in CourseLink and will have incomplete grade summaries available during the semester.

F. 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)
1. Plan, research and write a Business Research Case that integrates business, ethical, social responsibility and sustainability criteria (CRITICAL & CREATIVE THINKING, LITERACY, GLOBAL UNDERSTANDING)
2. Develop and deliver strategic management communications that are professional and meet universal design principles (COMMUNICATING).
 - a. A poster presentation
 - b. A research proposal
 - c. Formal presentation
 - d. Formal written report
 - e. Short presentations (360°)
2. Work effectively in a team (PROFESSIONAL & ETHICAL BEHAVIOUR)
3. Understand how to conduct research involving human participants ethically (PROFESSIONAL & ETHICAL BEHAVIOUR)

G. COURSE ASSESSMENT

ASSIGNMENT	VALUE TOTAL = 100	<u>DUE DATE AND TIME</u> (* MOST WORK IS DUE 4 HOURS BEFORE YOUR SEMINAR SEMINAR)	SUBMISSION LOCATION
Quizzes and online homework	20 (individual) (no participation points)	During lectures on Jan 23, Jan 30, Feb 6, Feb 27, March 6, March 27	In TopHat and SCANTRONS or through a link provided via CourseLink & Email
Proposal Poster Presentation	15 (team)	S1: 8:30 a.m. Wed. Feb. 15 S2: 8:30 a.m. Mon. Feb 13 S3: 7:30 a.m. Fri. Feb 17 S4: 11:30 a.m. Mon. Feb 13	Submit file in CourseLink @ "PROPOSAL POSTER"
Team Short 360 ° Presentation	10 (team)	S1: 8:30 a.m. Wed. March 15 S2: 8:30 a.m. Mon. March 13 S3: 7:30 a.m. Fri. March 17 S4: 11:30 a.m. Mon. March 13	Submit files in CourseLink @ "TEAM SHORT 360"
Formal Presentation & Speakers Notes	15 (team) + 15 (individual)	Teams 1-5 S1: 8:30 a.m. Wed. March 29 S2: 8:30 a.m. Mon. March 27 S3: 7:30 a.m. Fri. March 31 S4: 11:30 a.m. Mon. March 27 Teams 6-10 S1: 8:30 a.m. Wed. April 5 S2: 8:30 a.m. Mon. April 3 S3: 7:30 a.m. Fri. April 7 S4: 11:30 a.m. Mon. April 3	Submit team presentation slides in CourseLink @ "FINAL TEAM PRESENTATION" Submit individual speaker's notes in CourseLink @ "SPEAKERS NOTES"
Final Report	25	8:30 a.m. Monday April 10	Submit @ "FINAL REPORT" + BRING PRINTED COPY TO MACS224 (BY 10 AM)
PARTICIPATION POINTS	UP TO 110 See grading policies	Earned for activities described on the schedule	During seminars or through LINK provided in CourseLink or email

H. SCHEDULE

Course Assessment & Schedule		GRADE			
		INDIVIDUAL		TEAM	TOTAL
WEEK OF	Due Date & Location	PARTICIPATION POINTS	SUBMITTED WORK	SUBMITTED WORK	
	TOTAL	110	35	65	100
LECTURES					
		20	20		20
9-Jan	Lecture 1, No Quiz				
16-Jan	Lecture 2, Trial Quiz				
23-Jan	Lecture 3, TopHat Quiz #1		5		
30-Jan	Lecture 4, TopHat Quiz #2		3		
6-Feb	Lecture 5, TopHat Quiz #3		3		
13-Feb	No Lecture				
20-Feb	Reading week				
27-Feb	No lecture , Online Class with Homework #1		3		
6-Mar	Lecture 6, TopHat Quiz #4		3		
13-Mar	Lecture / TBA / Q&A follow up to seminars				
20-Mar	Lecture / TBA / Q&A follow up to seminars				
27-Mar	Lecture/ TBA; Online Survey or reflection essay	10	3		
3-Apr	No lecture				
12-Apr	Completion of a team/peer/self-evaluation	10			
SEMINARS					
		110	15		80
9-Jan	No seminar				
	PROPOSAL	50		15	15
16-Jan	Seminar 1: Team formation, topic selection / Team work & participation is graded	10			
23-Jan	Seminar 2: Topic Scoping, Proposal Preparation / Team work & participation is graded	10			
30-Jan	Seminar 3: Proposal Preparation / Team work & participation is graded	10			
6-Feb	Seminar 4: Poster Workshop / Team work & participation is graded	10			
13-Feb	Seminar 5: Proposal Poster "Presentation" / Team presentation & participation is graded / Poster is due 4 hours before seminar in CourseLink	10		15	15
	360 SHORT CONCEPTS & TOOLS LESSON	30		10	10

Course Assessment & Schedule		GRADE			
		INDIVIDUAL		TEAM	TOTAL
WEEK OF	Due Date & Location	PARTICIPATION POINTS	SUBMITTED WORK	SUBMITTED WORK	
27-Feb	Seminar 6: Proposal feedback, Instructions for the concepts and tools lesson, work period / Team work & participation is graded	10			
6-Mar	Seminar 7: Work period / participation is graded /	10			
13-Mar	Seminar 8: The Team Short 360 ° Presentation / Team presentation & participation is graded Summary IS DUE 4 hours before seminar in CourseLink	10		10	10
	PRESENTATION & REPORT	20	15	40	55
20-Mar	Seminar 9: Final Presentation & report workshop / Team work & participation is graded	10			
27-Mar	Seminar 10: Formal Presentations , Teams 1-5, Participation for students on these teams is graded Team presentation slides and individual speaker's notes are due in CourseLink 4 hours before seminar	10	15	15	30
3-Apr	Seminar 10: Formal Presentations , Teams 6-10, Participation for students on these teams is graded, Team presentation slides and individual speaker's notes are due in CourseLink 4 hours before seminar				
10-Apr	Submit final report (1) in CourseLink at 8:30 a.m. AND (2) bring printed copy to MACS 224 by 10:00 a.m. (both must be on time to avoid late penalty)			25	25

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[Students must attend the seminar section in which they have been scheduled.](#)

Any switching of seminar sections must be completed by 3:00 p.m. January 14. The only way to do this correctly is by contacting the academic advisor at the School of Hospitality, Food & Tourism Management at hftmadv@uoguelph.ca Office/Building: MACS 202). The course instructor and/or seminar leaders cannot make informal switches. Informal switches will also result in incorrect grading.

I. COURSE POLICIES

1. Grading Policies

- 1) **If you have any legitimate reason that may affect your ability to complete a graded activity or attend all the seminars this semester, you must email the course instructor in the first 10 days of class, and no later than NOON on January 20th.**

This

Includes SAS and religious accommodations as well as attending *academic* activities for the College of Business and Economics;

but

excludes sports of all types, vacations, volunteer work and family commitments.

Students who do not email the instructor by January 20th, will not be accommodated. As per University policy, serious acute illness and other compassionate reasons etc., will be accommodated provided appropriate documentation is provided.

- 2) Students must earn a passing grade on all work for which students are graded individually. This includes the quizzes plus the speakers notes and in-class presentation for the final presentation. This work accounts for 35% of your grade.
- 3) **You must be at a team presentation to earn the team presentation grade. If you miss a presentation, you must have appropriate medical or other documentation. It is not up to the team to decide if it's "OK" to miss a presentation – it is a function of compliance with course grading and University policies.**
- 4) TopHat is used to assess participation in all seminars. Other software may be used for quizzes, evaluations and selected other work. There are 110 participation points available.
You must earn at least 100 points in order ...
 - a) **to earn the team grade on the sum of all work that receives a team grade**
and
 - b) **to have the option of dropping the lowest mark from among quizzes 2, 3 and 4.**Students who earn **fewer than 110 participation points do not have the option** of dropping the lowest mark from among quizzes 2, 3 and 4
Students who earn **fewer than 100 participation points** will have their team grade adjusted as follows:
Number of points / 100 * team grade
e.g. student#1 has 85 participation points and her team scores 55 of 65 possible
 $85/100 * 55 = .85 * 55 = 46.75$ (student #1's grade on the team work)
e.g. student#2 has 75 participation points and her team score 60 of 65 possible
 $75/100 * 60 = .75 * 60$ (the team grade) = 45 (student #2's grade on the team work)
- 5) We apply late and incorrect format penalties as follows. All penalties are applied at the end of the semester.
 - a) Work that is 0-24 hours late receives a 50% late penalty; work that is more than 24 hours late will not be accepted – the DropBox will be closed
 - b) Work that is submitted in a format that cannot be processed by turn-it-in, submitted in the wrong DropBox or emailed will receive a 25% incorrect format reduction

A team/self/peer ("TSP") evaluation may be used to adjust a student's grade for the final format presentation and final report. These adjustments are made at the instructor's discretion using all data to which she has access. A student cannot fail the course due to a poor or missing TSP evaluation.

a) Late Policy

Deadlines in this course are listed under course assessment. The CourseLink DropBox timestamp will be the sole arbitrator to determine whether an assignment is late or not. That said, a 'grace period' of up to 15 minutes or so will be allowed.

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

CourseLink outages: If CourseLink is inaccessible, please contact courselink@uoguelph.ca and copy mgmt4000@uoguelph.ca. We can't fix the problem – but we do want to know what's happening. **DropBox is the ONLY place for assignment type documents; do not e-mail them to your professor or your Seminar Leader.** If an email is sent to these addresses, it will be forwarded to the mgmt4000@uoguelph.ca address, be treated as late, and the email will be answered from that address (in the order it arrived).

DropBox is set up so that you can submit early drafts of work; but only the last version that is submitted will be saved for grading.

The CourseLink DropBox will send out an automated acknowledgement e-mail that the work has been successfully uploaded. 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 to avoid the game playing of schemes like "10% penalty per day – it will be worth it given we'd do better work" and to manage the expeditious grading of assignments.

Using the wrong DropBox: Assignments submitted to the wrong DropBox will result in a 25% penalty

b) Assignment Format Policy

All documents that you submit in this course must be compatible with Microsoft Office 365. Text files must be of the following file types: doc, docx, rtf. Presentation files must be of one of the following file types: ppt, pptx.

Submitting a document in the wrong format will result in a 25% penalty.

The rationale for this policy is as follows. Your work will be graded electronically, and the tools that we use for grading work with those file formats and not others. Having to chase down work that cannot be graded, costs time and therefore money.

c) 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. Turnitin has been activated for all documents that your team submits. It is your responsibility to ensure Turnitin has processed your documents properly. Each year, we find documents that are hung up in the system and cannot be graded. Make sure that this does not happen to you.

d) Technology Policy

Technology problems are a fact of modern life—therefore you should develop work habits that take 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.

Also, please contact the relevant help desk, email or contact for assistance with technology related issues. We use several technologies in this course; the professor and GTA do not support the technology. If there is a problem with the technology, please send an email to the relevant HELP, and copy mgmt4000@uoguelph.ca so that we are aware of the problem.

e) Presentations Policy

For all team presentations, students must submit their work by the deadline will not be guaranteed a presentation slot. All presentations will be from the instructor's computer.

f) Appealing a grade

All grade appeals must be made in writing to Professor van Duren. 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 as meaning at least three business days after receiving the grade AND not later than 10 days after.

2. University Closure

In the event of an **official** University Closure due to bad weather or other unforeseen event, missed seminar classes will be rescheduled to the closest Saturday morning at 9 a.m. Lectures will be moved to a later time slot, along with any quiz.

3. Team Work

We use the following processes and technologies to manage team work in this course. Students will be able to select their own teams **IF** they have attended seminar 1. Students will be part of one team for the whole course. **Teams must be finalized within 1 business/working day after the end of Seminar 1. Students who are not in teams will be added to existing teams by the seminar leader during seminar 1**

All teams will have 9-10 members. As soon as you have formed a team with 9-10 members, complete Table 1 on the next page and give it to your seminar leader. He/she will assign a group number in CourseLink., and then you enroll. **DO NOT SELF ENROL UNTIL YOU HAVE APPROVAL!**

CourseLink will be used for all submissions of team work. 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 have access to the DropBox and the Turnitin.com "Originality Report. *All members of the team get the team grade for the final document; there are not 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 their Seminar Leader and/or the professor 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 in an extreme case, which has been documented properly, 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 than oral complaints not supported by evidence will not be considered.

J. TABLE 1: MGMT4000 – WINTER 2017 - TEAM MEMBERSHIP

SEMINAR SECTION: _____ **Seminar Leader** _____

Group Number Assigned in CourseLink

SECTION											
1	01	02	03	04	05	06	07	08	09	10	
2	11	12	13	14	15	16	17	18	19	20	
3	21	22	23	24	25	26	27	28	29	30	
4	31	32	33	34	35	36	37	38	39	40	

Student Last Name	Student First Name	Email address	Your Major in the B. Comm.	Admin. Use
i.e. Smith	Sue	ssmith99@uoguelph.ca	MKMN	
1.				
2.				
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6.				
7.				
8.				
9.				
10.				

Short forms for B.Comm. Majors:
 (ACCT, FAB, HAFA, LOM, MEF, MKMN, PMGT, REH, TMGT or OTHER – DO NOT ADD THE COOP DESIGNATION)

K. COMMUNICATION PROTOCOL

Please use the following communication protocol. **ALL email must go MGMT4000@uoguelph.ca Never use Professor van Duren's personal email or your Seminar Leader's personal email to communicate.**

g) General Q&A:

If you have a question for which everyone in the course might benefit from an answer, please post it in the General Q&A discussion area. Write the question in sentence for using professional style communication and be as detailed as you need to be to communicate effectively. Questions in this area will be answered within one business day.

h) Seminar Specific Q&A:

We have implemented a common e-mail address for the teaching team. **Use MGMT4000@uoguelph.ca for all your e-mail communications with your Seminar Leader.** Since all of the teaching team will be logging in and checking this account, please include your seminar section number, your Seminar Leader's name, and a short description of your issue so that we can sort out the e-mails and reply accordingly. If an email does not have the required information in the subject line, it will be sent back.

If you have a question or need to communicate with respect to your scheduled seminar or Professor van Duren, please use the format in the boxes below. The professor and seminar leader will only correspond with namexx@mail.uoguelph.ca email addresses; no Gmail, HotMail, etc. Do not use "hey" to start your e-mail! This is an opportunity for you to practice professional business communication! No "Hey Prof" salutations, no texting short forms like "r u gonna post solns?" – you know the sort of thing we mean. Your email leaves a lasting impression and in the event of some sort of issue becomes part of your official record. Avoid emoticons and hard to read fonts as well

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To: xxxx@XXX.ca
Subject Line: Section 01 ... to 05 / ATTENTION Professor van Duren / Personal Issue (documentation attached)
Attachment: make sure it's in PDF form so that I CAN READ IT (SCANNED DOCUMENTS ARE FINE)
Dear Professor van Duren, This is a follow up to the email from DATE. Attached is the documentation that you require. Thank you Susan Smith

4. Course Policy regarding use of electronic devices and recording of lectures:

Electronic devices—phones, tablets, laptops: you may bring and use your device in class. 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.

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 without written consent of the instructor.* 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.

5. Course Evaluation Information

Please refer to the Course and Instructor Evaluation Website: courseeval.uoguelph.ca.

6. Additional Course Information

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 date

The last date to drop one-semester courses, without academic penalty, is Friday, March 10th. 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 to mgmt4000@uoguelph.ca 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

L. ASSESSMENT & ASSIGNMENT DETAILS

1. Quizzes and Online Homework

There are 4 quizzes during lectures, one online homework quiz and one other online survey or reflection essay.

Quizzes typically comprise multiple choice, ranking, true-false and other types of questions. There may be quizzes that require writing short answers. 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 B.Comm. 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. Quizzes may also contain questions that do not have a right or wrong answer. Students' responses to these questions will be used for managing course activities.

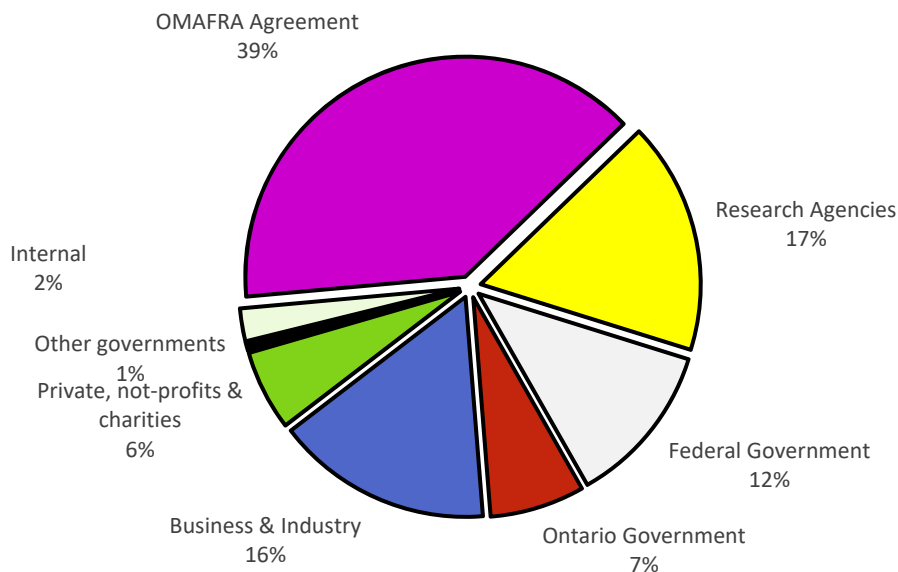
2. Business Research Case (BRC)

Students will work in teams of **9-10** students. **All seminar sections will have 10 teams.**

The cornerstone of the University of Guelph's teaching, research and service activities is **CHANGING LIVES, IMPROVING LIFE**. A consultation process involving members of the University community and decision-makers throughout Canada made it clear that the University of Guelph is "all about life." People expect, and what the University of Guelph provides, is leadership in "life matters" ranging from food production to the arts. *Strategic management has an essential role in transforming ideas into reality, through new organizational initiatives and new technologies, services and products.*

Every year University of Guelph researchers conduct basic, applied and pre-commercialization research that results in technologies, products or services (hereafter referred to as "products") that could improve life or change lives. According to the Impact Group the University of Guelph ranked first in Canada in terms of the number of inventions per faculty and the number of inventions in proportion to research funding (See <http://catalystcentre.uoguelph.ca/pages/news/inventiveness--part-of-the-dna-at-university-of-guelph>)

Percentage of research funded from various sources at the University of Guelph in 2015



Source: Developed by Erna van Duren using data accessed at The University of Guelph, Office of Research, Discover our Research, Facts and Figures at <http://www.uoguelph.ca/research/discover-our-research/facts-and-figures/2014-2015>

A substantial amount of research conducted at Universities has commercial value. To determine if a potential "product" being researched at Guelph has the possibility of becoming commercially successful, a research-based business case is needed. Many of the concepts and tools used in strategic management are used in this type of case. The Business Research Case requires a team to develop, plan, research and communicate a strategic

management assessment of how a research project underway at the University of Guelph could improve life or change lives using 6 types of assessments, as is explained below.

1. Overview of Content Required

Before reading the remainder of this section, note the following definitions and course-specific uses of words.

“PRODUCT”

has a specific meaning in terms of the BRC: it encompasses;

- physical products or technologies in the marketplace (i.e. food products, enhanced agricultural commodities);
- services, on their own or as a part of a physical product or technology; and
- organizational processes or collaborative initiatives that can create value

“VALUE”

has a specific meaning in terms of the BRC: it encompasses;

- market value, derived from the sale of products, services and technology solutions;
- competitive advantage that benefits businesses through the value created by improving efficiency, reliability, quality, customer responsiveness and innovation;
- improved economic performance of Ontario’s agriculture, food and rural sectors; and
- general value including, but not limited to, improved environmental sustainability, enhanced corporate social responsibility and regional economic development.

2. Each business research case should include the following.

a) What is the product? (product description)

Describe the technology, service or product that could result from the research. Remember that this description can evolve over the duration of the project. The idea is to describe the characteristics, attributes and potential uses of the “product” and begin to develop ideas on who could benefit and how. It may make sense to determine if there are similar products on the market or in development. Also, use your imagination and do some brainstorming. Try to develop a list of product characteristics or attributes and how they might solve a user’s problem. For the product description, do not assess if the product can be commercialized or how it might “make money” – that step comes later.

b) How will this product create value in general? (general value evaluation)

How is your product going to create value? What problems will it solve? Will people, public agencies, government or other businesses want to use it? How would they use it? What benefit would they get from using it? Will the product be used differently by different users, in different industries, in different parts of Canada, in different parts of the world, by people with different income levels etc.? Where will it be used? Will it be used to create other products? How and what other products? How could you measure or assess the types of value created – in terms of time saved, money saved, higher sales etc.? Does the product create value in terms of sustainability, social responsibility or regional economic development?

c) Does this product have a market? (market value evaluation)

Who will pay for the product, service or technology? Who will want to buy or pay for the product? Will they be able to afford it? Will they want to pay for it? When, how and how much might they be willing to pay for it? Will the government be involved in creating the market?

d) Is there a business case in favour of this product? (business evaluation)

Could an established business or a new business make money from this product? The business case integrates external assessment, internal assessment, performance pro-forma projections and other topics that might be addressed in a business plan. You can develop your own business case format or you may benefit from adapting

one of the many guides and templates that are available online at government, bank, university and consultant's websites. Note that if you decide to use these guides, they must be referenced properly.

e) Opportunity valuation (estimate of the monetary value)

What is the estimated monetary value of commercializing the products, services and/or technologies that could result from this research? The factors and methods you use to develop this valuation need to be explained and be replicable. Make sure your explanations of methods, procedures and the data you use are complete. The quality of these explanations may be as important to more important the your quantified estimate.

f) Stakeholder assessment, partnership and network development

What other organizations would a business that might commercialize this product have to work with in order to determine the answers to (a) to (e) above? What would these organizations contribute? What would they get in return? How would the relationship create value? Who would be expected to appropriate and/or benefit from the commercialization of the product?

3. DELIVERABLES AND STEPS INVOLVED IN THE BRC

Each student will be part of an 9-10-member team which will be formed during seminar 1. You will select a topic as soon as possible.

Once you have selected a topic and received approval – DURING SEMINAR 1 -- a team discussion area and the associated drop boxes that are required to complete your BRC will be activated in CourseLink.

Successfully completing the project requires the following

1. **Selecting a topic and receiving approval** (must be completed to begin the project, counts for participation points)
2. **Proposal Poster Presentation** (deliverable, assessed)
3. **The Team Short 360 °Presentation** (deliverable, assessed)
4. **Formal Team Presentation** (deliverable, assessed)
5. **Formal Report** (deliverable, assessed)
6. **Final peer evaluation** (counts for participation points)

4. SELECTING A TOPIC and RECEIVING APPROVAL

a) Select a topic

During seminar 1, your team will select a topic from the list posted in CourseLink → Content → Business Research Case. This list will be posted by Friday January 13th

b) Getting Approval

Complete Table 1 to make sure your topic is approved

5. PROPOSAL POSTER PRESENTATION

During seminars 2, 3 and 4, teams will prepare a proposal poster which they will present in seminar 5. Each team will develop and present a poster that provides information typically contained in a research proposal. The following information must be developed in a format that can be displayed on a poster.

a) Content

A / Title of BRC

Team Members' First and Last Names and University of Guelph email addresses

B/ Product Description

Describe the product that will be the focus of your BRC. Briefly explain why the product requires a business case - strategic management assessment. Also, explain what types of value your team expects could be created through the commercialization of the product and what types of organizations might be interested in commercializing this "product".

C / Information Required for your Report

List and explain the types of information that your team will have to obtain or develop to complete its final report. At a minimum, the FINAL report will need a detailed description of the product, why it represents a business opportunity, an external assessment, an internal assessment, a performance assessment and a recommendation.

For each of the assessments listed above, the proposal should explain what specific concepts and tools will be used and how their use will enable the team to create useful information or research results. For example, the following concepts and tools could be used: value chain, resource analysis, stakeholder analysis, competitor analysis, intellectual property review, organizational strategy review along with any other strategic management concepts and tools will assist in the development of the appropriate information. Teams may also use concepts from other subject areas, but in such instances these should (1) be supplemented by strategic management concepts and tools, (2) contain an explanation of how this concept and tools will be used to develop the strategic management information required for your report, and (3) contain references (including notes and materials from other courses).

Teams are expected to make use of **at least one concept or tool** from each of the following types of assessments. Teams that use only one concept or tool from each type will not be able to earn higher than a B on the proposal poster.

4 types of strategic management assessments

1. Organizational strategy assessment
2. External assessment
3. Internal assessment
4. Performance assessment

Teams that use and effectively apply more than one appropriate or useful concept or tool will conduct better research and can expect to earn a higher grade.

D / Work Plan

Each team should prepare a chart that lists all the work activities required to complete all the requirements for the BRC, along with their draft and final due dates, the names of the students assigned to the activities, a schedule for team meetings and any other activity that might need to be completed. The team work plan also needs to include where/when meetings will be held and a dispute resolution mechanism.

E / Information Sources

Each team should create a table like the one shown below and include it in their proposal. Teams can add to this table but the rows in the table shown below must be completed as part of the proposal. At the proposal stage, each team is expected to have identified at least 15 unique information sources and there should be at least one information source in each row. These sources of information should relate to all major information requirements. **An organization's website is considered one source of information.** However, it must be referenced using an appropriate level of detail in APA format. This is a minimum requirement for the proposal stage. In your final report, you may expect to have 40-50 sources.

Information Required for	Information Source, Provide APA style reference	Team's Assessment of the quality and relevance of this information
Product Description		
External Assessments		
Internal Assessments		
Performance Assessment		
Estimations		
Include rows for ALL other types of information you might want to develop		
Recommendation		

F / Expected Table of Contents for the Final Report

Each team should produce a template for their report and use it to generate the table of contents that they expected to include in their final report. Please ensure the expected table of contents is included on the poster.

b) Format and visual impact

1. You may use any size or format for your team poster subject to the following conditions:
2. You must be able to display the poster on a wall, a stand, or it must be self-supporting.
3. It must be possible to convert all information on the poster into one file that will be submitted for grading.
4. The poster must comply with the University of Guelph's principles of academic freedom AND its document accessibility requirements (see <http://www.uoguelph.ca/accessibility/documentaccess.php>)

c) Presenting the poster

During seminar 5 all teams will display their posters. Your team is responsible for all aspects of displaying the poster. Team members should take turns answering questions about their poster as well as visiting other teams' posters and asking questions and networking. The intent of the poster presentations is to learn about other team's ideas, and to adapt them to make everyone's work better.

Not all the sections listed above need to be equally visible on your poster/

PLEASE BRING A PRINTED COPY OF YOUR TEAM SUBMISSION TO THE COURSELINK DROPBOX TO YOUR SEMINAR. WE NEED THIS TO EXPEDITE THE GRADING PROCESS.

All information in your proposal must fit on the poster or within one accompanying document that cannot exceed 1000 words.

d) Participation

Students may be asked a question to which he/she will need to respond to verbally during the poster presentation. The professor and one or more seminar leaders may visit your poster to ask questions etc.

We do not expect you to spend a great deal of money to make this poster. Some of the best posters that are presented by students, at just about any conference we've attended, are created using materials that can be purchased at dollar stores. Posters that are visually attractive and are designed to be eye catching will score higher!

e) Proposal poster presentation assessment Rubric

Each poster presentation will be assessed using the following rubric:

TOTAL = 100	Excellent (80 or over)	Good (70-79)	Adequate (60-69)	Barely Acceptable, (50- 59)	Fail (Below 50)
CONTENT Requirements (A) to (F) as described above	All information (A) to (F) above is included and explained exceptionally well	All information (A) to (F) above is included and explanations are acceptable	1 element from (A) to (F) above is missing or explanations in any or all sections are not detailed enough	2 elements from (A) to (F) above are missing or explanations in any or all sections are not detailed enough	3 or elements from (A) to (F) above are missing. YOU MAY BE ASKED TO RESUBMIT
Points = 70	56-70	52.5	45.5	35	Below 35
Presenting	All team members are engaged and are able to answer questions effectively	Most team members are engaged and are able to answer questions effectively	A few team members are engaged and are able to answer questions effectively	One team member seems to be answering all the questions	
Points = 20	16-20	15	13	10	Below 10
Format and Visual Impact	All format requirements are met Great design; people want to visit this poster	1 format requirement missed Acceptable design; people might be attracted to this poster		2 or more format requirements missed Unacceptable design	
Points = 10	10	5		0	
OVERALL	80-100	75	65	55	Below 50
Additional deductions may be made for not participating, late submissions or submitting in the wrong place or wrong format. These adjustments will be made after all CourseLink drop boxes have been closed.					

6. THE TEAM SHORT 360° PRESENTATION

a) Requirements

After teams, have presented their proposal poster, a list of topics that will be useful in conducting the research will be posted in CourseLink along with the teams that will be responsible for a short presentation on each topic.

Each team is responsible for developing a 10 minute “lesson” on how to use their assigned topic that makes effective use of the “transformational learning space” classroom (MACS149). This room has multiple projection sources and surfaces. The lesson can be in any format that uses the room effectively and can be no longer than 10 minutes – including time for set up, 30 second for take down and time for questions. Therefore each team should aim to present for 6 minutes. .

A key objective of the presentation is to explain a strategic management concept and how it can be used to develop better information for the team report. **The concept that each team will be assigned occurs after the proposal poster presentations.**

Everyone on the team must have a role in developing, researching and delivering the presentation but not everyone has to present. However, everyone has to an active role in the presentation.

Content (50 points)

This presentation should include

1. What is this topic about? Provide a definition and explanation.
2. Why is it useful for this project? How will understanding this topic help teams in this course complete their research projects?
3. What knowledge and/or data does a person need to use the key ideas or practices included in the topic?
4. Other information that will help students in this class understand and apply the topic in their projects.
5. One or more slides that explain who did what.

Note that teams may make handouts or ask their seminar leaders to post materials for other students to access in CourseLink. Not all the content listed above must be in the presentation. Unfortunately, we cannot allow you to use Social Media to share materials --- simply because we cannot be sure that everyone will be able to access those materials properly. However, a demo page is fine and if you provide the content in an allowed manner.

Presentation/Delivering the Lesson (50 points)

The team may choose the format of the presentation. Suitable formats include Prezi, a formal PowerPoint, a chalkboard/white board exercise, a panel interview, a you-tube that can be shown in class or any other format that the team selects. **BE CREATIVE & USE THE ROOM EFFECTIVELY.**

All team members must have some sort of active role in the classroom. This can include presenting, managing class activity, making notes to capture class discussion and anything else that seems appropriate.

b) Team 360 Assessment Rubric

TOTAL = 100	Excellent (80 or over)	Good (70-79)	Adequate (60-69)	Barely Acceptable (50-59)	Fail (Below 50)
CONTENT	The content listed under 1 to 5 above is included and explained exceptionally well	The content listed under 1 to 5 above is included but the explanations vary in their effectiveness	1 items from the content above is not included in the presentation	2 items from the content above is not included in the presentation	3 or more items from the content above is not included in the presentation
Points =50	40-50	37.5	32.5	25	0
Presentation/ Delivering the Lesson	Content is communicated effectively using the attributes of the room and everyone on the team appears involved	Content is communicated effectively using the attributes of the room; some people on the team do not appear involved	Some content is communicated effectively using the attributes of the room; some errors in content;	Some content is communicated effectively using the attributes of the room; serious errors in content	Content is not communicated effectively using the attributes of the room; serious errors in content
Points =50	40-50	37.5	32.5	25	0
OVERALL	80 to 100	70 to 79	60 to 69	50 to 59	Under 50
Additional deductions may be made for not participating, late submissions or submitting in the wrong place or wrong format. These adjustments will be made after all CourseLink drop boxes have been closed.					

7. FORMAL PRESENTATION

a) Requirements

Each team must present their BRC as a formal PowerPoint presentation with accompanying speaker's notes. Each team will have a presentation slot of 20 minutes. *Each team member must speak must present at least 2 slides that contain important content – this excluding the cover slide, dividers and any Q&A or reference slides.*

b) Team Grade

Content: The presentation must include at least one slide for each of the following:

1. Cover slide (presentation titles, student names, seminar section Number)
2. Agenda
3. Dividers between parts or sections of the presentation that correspond to the agenda
4. Research questions
5. Strategic management concepts and tools used
6. Methods and procedures used
7. Key results -- by research question – so at least 5-6 slides in this section
8. Acknowledgements – if you received assistance from anyone through an interview, help making the slides etc. please acknowledge this in full
9. References

OTHER SLIDES can be added at the team's discretion – i.e. for information selected by the team.

Format

1. Can be seen from anywhere in the room
2. Have a coherent colour scheme
3. Can be printed in black and white without loss of information
4. Can be seen by colour blind people
5. Use fonts that convert to other file formats properly
6. Include a variety of layouts and ways of presenting information
7. Include the appropriate labels, units, legends and identifier for graphs, tables, drawings, photos etc.

8. Have page numbers

9. Indicate the team member who is presenting the slide (first and last name)

***** Failure to include 8 or 9 will result in a deduction of -10 (see rubric)**

c) Individual Grade

Speakers Notes

All slides must be accompanied by speaker's notes that meet the following criteria. They must be between 500-750 words, prepared and submitted in Word (not PPT). Writing quality, spelling and grammar will be graded.

1. Be written like a script, in sentences and paragraphs and contain sufficient detail to allow any one on the team to present that slide
2. Indicate who on the team is responsible for presenting the slide
3. Contain 3 questions that you might be asked because of presenting the slide. Short answers should also be provided along with the questions. Some of the answers will be in the slide and may require only a short answer, while others may be complex. Questions should aim to extend content presented and be non-trivial. An extension question is 'based on diagram x, what do you think might happen in the future?'. A trivial question is can you explain the axes on the diagram better?

Speaking

Each student is expected to speak for approximately the same length of time. Your slides and speaker's notes should be able to support you while presenting. Do not use cue cards. Do not read the slides or notes. Make eye contact with the audience.

d) Final presentation Assessment Rubric

TOTAL = 100	Excellent (80 or over)	Good (70-79)	Adequate (60-69)	Barely Acceptable (50-59)	Fail (Below 50)
TEAM POINTS (50)					
CONTENT (TEAM GRADE)	The content listed under 1 to 9 is included and all additional information is explained exceptionally well	The content listed under 1 to 9 is included; presentation also includes useful additional information	A small portion of the content listed under 1 to 9 is missing; presentation contains very little additional information	A significant portion of the content listed under 1 to 9 is missing; presentation contains very little additional information	A significant portion of the content listed under 1 to 9 is missing; presentation contains no additional information
Points = 40					
Format -> Slide Criteria	All 9 criteria met		1 -3 criterion missed		4 or more criteria missed
Points = 10	10		5		0
No page number or speaker names			-10		
INDIVIDUAL POINTS (50)					
Presentation (Individual)	Student had a significant speaking role; made eye contact, did not read notes; engaging speaker	Student had a significant speaking role; made eye contact, looked at notes,	Student had an insignificant speaking role; made limited eye contact, made heavy use of his/her at notes	Student had an insignificant speaking role or did not make eye contact or completely read his/her notes	Student did not speak
Points= 15					
Speakers Notes (individual)	Speakers notes that are relevant to a student's part of the presentation are complete and read like a script. Very well written, no errors; contain 3 excellent questions that may result from the content presented	Speakers notes that are relevant to a student's part of the presentation are mostly complete and read like a script, contain 3 non-trivial questions that may result from the content presented	Speakers notes that are relevant to a student's part of the presentation are incomplete and/or do not read like a script; contains 3 simplistic or trivial questions that may result from the content presented	Speakers notes that are relevant to a student's part of the presentation are in point form; no questions; serious spelling and/or grammar errors	Speakers notes that are relevant to a student's part of the presentation ARE MISSING
Points 35					
OVERALL	80-100	70-79	60-69	50-59	Below 50
<p>Time Penalty: Teams that are not completed their presentations within 20 minutes will be penalized as follows: 0 to 30 seconds over= deduction of 5 points; 31 to 60 seconds over = deduction of 10 points; more than 60 seconds over = deduction of 20 points (all deductions and timing determined at the seminar leaders/professor's discretion)</p> <p>Additional deductions may be made for not participating, late submissions or submitting in the wrong place or wrong format. These adjustments will be made after all CourseLink drop boxes have been closed.</p>					

8. FORMAL REPORT

a) Requirements

Many resources exist online that explain how to develop and format a business case. A good place to start is with CBASE's resource library at <http://www.uoguelph.ca/cbase/resource-library/>. However, don't stop there; search the world-wide web for ideas and examples. For MGMT4000 the final formal report must contain the following elements.

Word count = 5000-word maximum, including all headings, charts, tables etc. but excluding references, table of contents and cover page

Content

The content of each final report will vary by the topic that the team has selected. The following criteria will be used to assess the content of each report

1. **Executive summary that contains the Recommendations – must follow from the content included in the introduction section. This must be no more than one page.**
2. Introduction to the report that explains its purpose
3. A short section that explains how the report is structured and an overview of what concepts, tools, methods, procedures, information and data have been developed and used in the report
4. Analysis
 - a. Must explain why the analysis was done – i.e. what information was being developed? What questions were being answered etc.?
 - b. Must include a discussion of the concepts, what concepts, tools, methods, procedures, information and data used
 - c. Must be organized in appropriate sub-sections – they must fit with the purpose of the report
5. Conclusions – must follow from the analysis section
6. Limitations and further research – must include what the team would do differently if they could do the project again and ideas for taking this project further

Structure

You must have all the elements listed below to earn the all the points.

Required elements

1. Cover Page
 - a. Title
 - b. Section # and Team #
 - c. Student names and ID#s
 - d. Submitted for
 - i. MGMT4000
 - ii. Professor: Dr. Erna van Duren
 - iii. Seminar Leader: full name (first and last)
 - e. Date submitted
2. Table of Contents (with working hyperlinks)
3. Executive Summary (no more than 300 words; must fit on one page)
4. Body of the report with appropriate headings, subheadings, more sub-headings
These headings must make sense for the purpose and nature of your report. Most teams will want to make these the same as the structure of their final presentations
However, please use this format
 - a. Heading level 1
 - i. Heading level 2
 1. Heading Level 3
5. References

6. Appendices

Format

All formatting aspects of your team report, not just the references, must be in APA format. See the following → U of G Library -><http://guides.lib.uoguelph.ca/APA>

Spelling & grammar

If your document is completely free of grammar and spelling errors, you earn all the points.

b)Assessment Rubric

TOTAL =100	Excellent (80 or over)	Good (70-79)	Adequate (60-69)	Barely Acceptable (50-59)	Fail (Below 50)
Executive Summary	One-page explanation of the team's recommendations which flow from the report, includes only the most relevant information; writing is effective and concise	One-page explanation of the team's recommendations which mostly flows from the report, includes good information but not the most relevant information	More than one-page explanation of the team's recommendations; these do not flow from the report, includes irrelevant or wrong information	Section included but contains material that belongs in other sections	Section not included in the report or it can't be identified
Points = 5	4-5	3.5	3	2.5	0
Introduction	Purpose of the report is very well explained. Questions and sub-questions that will be answered are clear. Writing is effective and concise	Purpose of the report is very well explained. Main questions that will be answered are clear.	Purpose statement is included but it is not entirely clear; difficult to determine what questions will be answered	Purpose statement is included but it is not clear; it is difficult to determine what questions will be answered	Section not included in the report
Points = 5	4-5	3.5	3	2.5	0
Report structure Concepts, Methods & Data	Structure of report is explained, contains overview of (1) concepts/ tools, (2) methods/ procedures, (3) information/data	Structure of report is explained, contains overview 1 of the following requirements is missing (1) concepts/ tools, (2) methods/ procedures, (3) information/data	Poor explanation of the report's structure; poor overview of (1) concepts/ tools, (2) methods/ procedures, (3) information/data	Incomplete and poor explanation of the report's structure; poor overview of (1) concepts/ tools, (2) methods/ procedures, (3) information/data	Section not included in the report
Points = 5	4-5	3.5	3		0
Analysis	Excellent, complete and convincing explanation of the analysis including a discussion of the relevant concepts, tools, methods, procedures, information and data used; All analysis is	Complete explanation of the analysis including a discussion of the relevant concepts, tools, methods, procedures, information and data	Partial explanation of the analysis; does not include a complete discussion of the relevant concepts, tools, methods, procedures, information and data	Poor explanation of the analysis; does not include a complete discussion of the relevant concepts, tools, methods, procedures,	Sections of the analysis are missing or are extremely poorly done

TOTAL =100	Excellent (80 or over)	Good (70-79)	Adequate (60-69)	Barely Acceptable (50-59)	Fail (Below 50)
	correctly done – theories, model and methods are all correct Appropriate subsections	used. Some areas are not convincing; some are incomplete; Minor issues with analysis – i.e. small errors with use of theories, model and methods Appropriate subsections	used. Some areas are not convincing; some are incomplete; At least one major issue with analysis – theory, model or method is applied incorrectly Appropriate subsections	information and data used. Major error of analysis; At least one major issue with analysis – theory, model or method is applied incorrectly. Appropriate subsections	
Points = 60	48-60	42-48	36-42	30-36	Below 30
Conclusions	Conclusions are well explained and follow clearly from the analysis section		Conclusions are included, but do not follow clearly from the analysis section	The section contains other information	Section not included in the report
Points = 5	4-5		3	2.5	0
Limitations & further research	Contains (1) explanation of what the team would do differently if they could do the project again and (2) ideas for taking this project further		Missing either (1) explanation of what the team would do differently if they could do the project again or (2) ideas for taking this project further	The section contains other information	Section not included in the report
Points = 5	4-5		3		0
STRUCTURE	All criteria met		1 criterion missed	2 or more criteria missed	
Points = 5	5		2.5	0	
FORMAT	All criteria met		1 criterion missed	2 or more criteria missed	
Points =5	5		2.5	0	
SPELLING & GRAMMAR	No errors		1 error	2 or more errors	
Points = 5	5		2.5	0	
OVERALL	80-100	70-79	60-69	50-59	Below 50
Additional deductions may be made for not participating, late submissions or submitting in the wrong place or wrong format. These adjustments will be made after all CourseLink drop boxes have been closed.					

9. FINAL TEAM/SELF/PEER EVALUATION (“TSP”)

Each student must complete a final TEAM/SELF/PEER evaluation covering all TEAM work. Failure to complete this results in a deduction of 10 participation points. All students will be emailed an invitation to complete this evaluation.

M. MGMT4000 READING LIST – WINTER 2017

Quizzes will include questions based on these readings. Quiz 1 covers lectures 1-3. Quiz 2 does not have a reading. Quiz 3 covers lecture 5. Quiz 4 covers lecture 6.

Lecture 1: Introducing Strategic Management: Course and Perspective

- KAY (2006) The History of Strategy and Some Thoughts about the Future, The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy. (Chapter in the E-book)
- MINTZBERG (1987) The Strategy Concept I: Five Ps for Strategy, California Management Review. 30/1/11 Supplemental, UofG Library

Lecture 2: Strategic Management: Organizational and External Perspectives

- VAN DUREN (2016) Components of Organizational Strategy, Posted under CONTENT --> READINGS in Courselink.
- PITKETHLY (2006) Analyzing the Environment, The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy. (Chapter in the E-book)

Lecture 3: Strategic Management: Internal and Performance Perspectives

- TEECE (2006) The Strategic Management of Technology and Intellectual Property, The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy. (Chapter in the E-book)
- WERNERFELT (1984) Resource-Based View of the Firm. Strategic Management Journal
Resource-Based View of the Firm (older, requires more economics knowledge)

Lecture 4: Strategic Management, Research and Research Ethics

No reading

Lecture 5: Strategic Management Contexts

- FAULKNER (2006) Cooperative Strategy: Strategic Alliances and Networks, The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy. (chapter in the e-book)
- PRAHALAD AND DOZ (2006) The Rationale for Multi-SBU Companies, The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy. (chapter in the e-book)
- KONG (2007) The development of strategic management in the non-profit context: Intellectual capital in social service non-profit organizations, International Journal of Management Reviews. 10/3/281-299

Lecture 6: Strategy meets the World

- MUSACCHIO, LAZZARINI et al. (2015) NEW VARIETIES OF STATE CAPITALISM: STRATEGIC AND GOVERNANCE IMPLICATIONS, The Academy of Management Perspectives. 29/1/115
- LAASCH AND CONAWAY (2016) Chapter 6: Strategy: Responsible Competitiveness, Principles of responsible management.