



Course Outline

MANAGEMENT AND ORGANIZATIONAL STUDIES 4410A 551 STRATEGIC MANAGEMENT FOR MOS

Fall 2022

Course Meets: Fridays 2:30p.m. to 5:30p.m. in HUC Classroom W108

Instructor:	Clarence Michael Borja, MBA
E-Mail:	cborja@uwo.ca
Webpage:	http://owl.uwo.ca (you need to use your UWO login id and password)
Phone:	TBD
Fax:	416-978-5433
Office Hours:	By appointment on Fridays at 3:00pm-4:00pm

Course Scope and Mission

This course examines how organizations succeed in reaching their goals through design and implementation of novel approaches and techniques that generate competitive advantage. Success in the marketplace is achieved by a balancing of formal processes and spontaneous creativity of the people that make up the organization, which manifest in the form of true innovation. This course will practice traditional strategic analysis together with taking on the role of “futurist” in analyzing each case organization industry – where it’s going, where it will end up, and what can be done to be on the top of each wave of innovation. Looking at strategy development and execution from a multi-dimensional perspective, this course will address the analyses and resulting decisions undertaken to capitalize on opportunities. The source of these opportunities will be revealed to be an optimization of firm people, processes, technologies, governance, and partnerships, operating with common objectives to lead in a competitive landscape today and tomorrow.

Course Prerequisites

Enrollment in 4th Year of BMOS degree programme, or ; permission of the Chair of MOS (Please Note: Unless you have the prerequisites for this course, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites).

Required Readings and Materials

Strategic Analysis and Action (10th Edition) Mary M. Crossan et al, Pearson Education Canada, 2016, ISBN: 9780136473152

Versions of the textbook back to the 7th edition are suitable if students wish to procure used texts.

Custom Case Package, available from www.iveycases.com; See Appendix A to this outline for ordering instructions (see page 16).

Each week, a PowerPoint presentation will be delivered to students covering the material required. Strategic models will be discussed as part of these materials. Case learning points will be summarized weekly, as key “take-aways” from the class discussion. Other materials the instructor wishes to hand-out will be distributed on an as-needed basis.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Group vs Individual	Assessment Topic	Weight	Due Date
Individual	Building a McKinsey, BCG, Bain (MBB) Style Presentation	5%	Week 3 Sept.23
Individual	Article Summary 1	5%	Week 6 Oct.14
Individual	Independent Research Project - Lessons in Strategic Leadership	25%	Week 8 Oct.28
Individual	Independent Research Project – 3 Minute Pitch	10%	Week 9 Nov.11
Individual	Article Summary 2	5%	Week 11 Nov.25
Group	Social Entrepreneurship Start-Up - Written Report	30%	Week 11 Nov.25
Individual	Course Meta Reflection	5%	Week 12 Dec.2
Individual	Participation in Class	5%	Week 12 Dec.2
Group	Social Entrepreneurship Start-Up - Final Presentation	10%	Week 12 Dec.2

Please see below for a description of each assessment:

Activity	Description
Building a McKinsey, BCG, Bain (MBB) Style Presentation	<p>Analyze your favorite celebrity, athlete, or business icon. Build a 4 slide presentation (in the MBB style) that answers the following:</p> <ul style="list-style-type: none"> • Slide 1: Overview/highlights of their career. Overview of their financial success (sources of their revenue, amount per revenue stream, etc.) • Slide 2: Competitive analysis – how do their accomplishments compare to their peers? • Slide 3: Threats and challenges to their current dominance. Path forward. • Slide 4: Reflective exercise: utilize the content-process-premise framework to self-reflect on what you learned through this exercise
Article Summary 1	<p>Read, synthesize, and critique one of the readings. Build a 3-4 page MBB style presentation that answers the following:</p> <ul style="list-style-type: none"> • The central thesis of the article, and core arguments of the author to support this thesis • Summary of at least 2 key academic references that are central to how the author builds their case; provide an overview of each reference, and articulate how it connects/influences the authors thoughts about this topic • Reflective exercise: utilize the content-process-premise framework to self-reflect on what you learned through this exercise
Article Summary 2	<p>Read, synthesize, and critique one of the readings. Build an 3-4 page MBB style presentation that answers the following:</p> <ul style="list-style-type: none"> • The central thesis of the article, and core arguments of the author to support this thesis • Summary of at least 2 key academic references that are central to how author builds their case; provide an overview of each reference, and articulate how it connects/influences the authors thoughts about this topic • Reflective exercise: utilize the content-process-premise framework to self-reflect on what you learned through this exercise
Independent Research Project– Lessons in Strategic Leadership	<p>Conduct an independent research project to learn about how managers/business leaders implement strategic planning in their organization. Interview one business leader that you know to gain insights into how they design and implement 'strategy' and 'strategic planning' in their business/organization.</p> <p>Write a 2000-3000-word paper that answers the following:</p> <ul style="list-style-type: none"> - Part 1: Strategy & Strategic Planning at Work (target 500-750 words)

- What is the strategic planning process in their organization?
- What frameworks/tools do they use to aid their strategic planning?
- What do they see as the strengths and weaknesses of how strategic planning and strategy implementation are conducted in their organization?
- What are your key insights?
- **Part 2: Literature Review (target 750-1000 words)**
 - Based on your insights from the interview, select one area that they were struggling with. Formulate a research question(s) on this topic, and examine the academic literature on it.
 - Conduct a literature review to explore your research question(s). This should cover at least 10 academic papers on the topic.
- **Part 3: Recommendations (target 500-750 words)**
 - Based on what you learned from your interview and your literature review, develop a set of recommendations on how to strengthen the strategic planning process and/or strategy implementation at the business leader's organization.
- **Part 4: Critical Reflection (target 250-500 words)**
 - Reflective exercise: utilize the content-process-premise framework to self-reflect on what you learned through this exercise

**Independent
Research
Project – 3
Minute Pitch**

Imagine you are presenting the findings of your research to a panel of executives. **The challenge in this assignment is to present complex research in an engaging, accessible, and compelling way, using only one static slide.**

This submission will follow the guidelines of the Three Minute Thesis (3MT) competition, and will be a single PowerPoint slide presentation that you will deliver via a pre-recorded video presentation.

In this assignment, you will create a single PowerPoint slide that answers 3 fundamental questions for your audience:

- 1) Establish the Situation (i.e. – ‘The Context’):** Which company did you study, who did you interview? What is their strategic planning process?
- 2) Establish a Niche (i.e. – ‘The Problem’):** How are you analyzing their process? What strategic lens(es) did you use? What are your key findings? What gap(s) do you see?
- 3) Occupy the Niche (i.e. ‘Your Solution’):** What are your recommendations? How should they proceed to rectify the gap?

The fine print:

- **A single static PowerPoint slide is permitted.** No slide transitions, animations or 'movement' of any description are allowed. The slide is to be presented from the beginning of the oration.
- No additional electronic media (e.g. sound and video files) are permitted.
- No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.
- **Presentations are limited to 3 minutes maximum and presentations exceeding 3 minutes will receive a mark of ZERO.**
- Presentations are to be spoken word (e.g. no poems, raps or songs).

Mark Allocation:

- 2% for completing video
- 3% on slide quality
- 5% on Reflexive Exercise, using Merizow's Content-Process-Premise framework.

**Social
Entrepreneurship Start-Up
– Written
Report
(Group
Project)**

A complete ***competitive and strategic analysis*** will be undertaken by groups of 4-5 students.

In this project, you will form a start-up company who intends to disrupt an existing industry. You have decided that your company will be founded on the core principles of sustainability (People, Planet, Profit), which is to say that your business concept must help society, help the planet, and be financially viable.

In this project, you will analyze the strategic landscape of an industry/niche of your choice, and develop a differentiated value proposition for your start-up. This project will culminate in a presentation delivered to a panel of 'venture capitalists (VC)' who will evaluate your business concept and value prop. The VC's require a written report (based on the content below) that elaborates on the content of your presentation.

Components of Assignment: Each group will be responsible for submitting:

- *Written Report – Industry & Primary Competitor Analysis:* This portion of the written report will be 15 double-spaced, 12-point Arial font, pages maximum in Word format. It will describe and analyze the nature of the industry, its competitive positioning, and prospects for the future and provide an analysis of one of the primary industry competitors based on an application of the tools described above.

Appendices and Exhibits: Included as part of written report marks. No more than ten pages of appendices and exhibits should be included to illustrate results of the analyses undertaken and should include any assumptions made.

The assignment details are as follows:

Describe the competitive landscape of an industry *of your choice*, including a detailed and analytical description of one of the main competitors *of your choice*, **both today and in 2030 and 2050**. Conduct your analysis from the purposes of where the industry has been, where it is today, and what it will take to achieve your proposed vision for the future. Answer questions such as:

- Industry Analysis
 - Will this industry grow, shrink, become extinct? How does it define innovation?
 - How is this industry evolving? What will it look like in 5 years? In 10 years? In 20 years? What needs to happen for this future to evolve?
 - What will the transition to this future entail? Looking back from the future, what should the company do? What assumptions are necessary? What key as-yet-defined innovations need to occur?
 - What scenarios are expected to be possible for the end-state in 2030 and along the way? What indicators will the company/industry use to know if they are on the right track?
 - Who or which organizations hold the power in this industry's value chain?
 - Where is the industry/company on the product life cycle?
 - How is value created for shareholders/other stakeholders in this industry?
- Your Business Concept
 - What is your business concept to disrupt this industry? What is your vision? What is your business model?
 - What is the potential product/service-market fit? How will you go to market? Ensure that a sustainability strategy (3Ps) is well articulated
 - What is the differentiated value proposition compared to the chief competitor? What are your points of parity? What are your weaknesses? What are your points of differentiation?
 - What is your total addressable market? What are your financial expectations in Year 1, Year 3, Year 5, Year 10?
 - What investments need to be made to move your business from the concept research stage to building your first prototypes and minimum viable products?
 - What risks are there to your plan? What experiments should you run to evaluate these risks?

	<p>Tools: Groups should utilize the PowerPoint slides and any standard textbook on strategic management to structure the written assignment and presentation. Students should be prepared to apply well-known strategic frameworks like “Porter 5 Forces” and other models, as deemed necessary, in depth during this group assignment. Analyses will be enhanced by making use of the tools presented on during class. The structure of the analysis should include customized versions of several of the models described in the class.</p> <p>Groups: Diverse teams are required for this project. Student teams that are not diverse will be modified by the professor.</p>
<p>Social Entrepreneurship Start-Up – Final Presentation (Group Project)</p>	<p><i>15-Minute Summary Presentation of your Business Concept to the Venture Capitalists:</i> Completed by all/some members to the class during the final week of class. Presentation should not exceed fifteen slides. You will be evaluated on your slide quality, presentation skills, and ability to respond to questions.</p>
<p>Class Participation</p>	<p>Preparation for class and case discussion, as demonstrated by;</p> <ul style="list-style-type: none"> • Willingness to lead and actively participate class discussions in a professional manner • Providing valuable insights and analysis • Responding to “cold-calls” • Share personal PowerPoint / Excel spreadsheets to present analyses and findings. • Missing classes will result in a score of 0 for that class
<p>Course Meta Reflection</p>	<p>Complete a 500 – 750 word meta reflection on the course using the Content-Process-Premise framework</p> <p>Here are some questions to prompt your thinking:</p> <p>Content: Which parts of this course surprised you the most? Which topics created the biggest shift in you? Which Case or Assignment challenged you the most?</p> <p>Process: What have you learned about your own learning? How has your process for learning evolved? How might you take what you have learned about learning, and apply it to your next course? Or your next job?</p> <p>Premise: What have you learned about your own assumptions about learning? About strategic management? Where were you the most</p>

uncomfortable? What can you learn about yourself through examining these assumptions?

All assignments must be submitted within the Assignment section of OWL and receive a grade in order for students to pass this course. Turnitin will be used to verify authorship of every paper.

Please submit all work in .pdf, as the case may be, to save trees and facilitate use of TTS (text-to-speech) by professor.

Participation: To maximize your participation grades – and overall learning – students should attend all classes to maximize opportunities to speak to their colleagues and concentrate on providing class comments which:

- Move the analysis along and/or take it to a “higher” level
- Provide insight that others may not have seen
- Are relevant to the class discussion
- Leverage prior learnings and other references, of your choice, in the context of the case discussion
- Add clarity to course PowerPoint slides (required reading) in the context of the case
- Challenge colleagues in a professional and logical manner
- Draw similarities to previous learnings and demonstrates their relation to the current case scenario being discussed

Not coming to class equates to a zero for that class. Only coming to class and not speaking is considered very weak participation. Best practice participation includes reading materials in advance, communicating the news related to course topics, completing and sharing recommendations/models for case analyses, and being ready to contribute – and following through with contributions in class.

Grade review: The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like a re-evaluation of your grade in any component of the course, you should follow the proscribed procedures as set out in the document available from your Academic Counselor. The suggested procedure is as follows:

- (a) Write a memo explaining why you need me to re-evaluate your grade. The memo should contain substantive arguments only, and not humanitarian (e.g., “I *really* need an A,” “I worked so hard”), or social justice (e.g. “he got an A for saying the same thing”) appeals. If you do feel that a social justice appeal is justified, you should get the cooperation of the

- person who you are comparing with, and have them also submit their paper. You may submit this memo to the commerce office.
- (b) You will normally get a response within a week.
 - (c) The entire exam or paper will be re evaluated, and you should be aware that any grade changes are possible (i.e. decrease, increase or none). The only exception to the “entire paper gets re evaluated” policy is a case where there is a mathematical error in determining a grade.
 - (d) Individuals cannot request a re-evaluation of group work. Such a request should come in writing from the group jointly.

The instructor is responsible for your grade in MOS 4410A but not responsible for any administrative decisions that may make use of your grade in MOS 4410A. If you believe that your grade requires review, please follow the procedure above.

Requirements and Criteria

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of assignments, individual participation, group presentation, **active** simulation involvement and decision-making, and case summary assignments will be used to evaluate participants on a number of different levels.

The criteria for success, in no particular order, are:

- Comprehension of the material
- Demonstration of an ability to think cross-functionally
- A willingness to participate for the benefit of oneself and fellow participants
- Strong work ethic to “pull your weight” in group assignments

These criteria will be applied to written and verbal work throughout the term.

Participants will be evaluated on the following activities, as listed in the table below:

POLICY AND PROCEDURE

Missed Tests, Quizzes and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify their Academic Counsellor on the date of the missed test (or due date in the case of course work) and submit supporting within one week of the originally scheduled test or due date. Students who do not provide their Academic Counsellor or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero).

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Academic Counsellors will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

If a student is excusably absent from a class, students should re-double their efforts in remaining classes to increase their contribution to account for the missed class.

Course Work & Academic Honesty

Attendance in Class – Physical presence in class and active engagement in daily discussions is expected of all students. Material presented in class may be testable as part of the evaluations noted above.

A variety of techniques will be used to encourage participation, including “cold-calls”, assigning specific sections of the case analyses at the start of class, and “numbering-off” of all participants to request answers.

Respect for fellow students is expected and mandatory (see Standard of Conduct section below) and required to encourage participation by all. Respect will further ensure that all relevant case concepts are raised, therefore increasing the depth of the analysis and discussion. Respect encompasses the following concepts:

- Attend all classes and arrive online on time
- Allow and encourage others to participate
- Refrain from “cat-calls” or derogatory comments – if students disagree with an analysis or comment, it is fully expected that counter arguments will be presented in a clear, concise, and professional manner
- Coming to class prepared, including having read the case in detail and having prepared any relevant analysis yourself

Group Involvement: For the group assignment, groups should allocate the work evenly among each team member. All team members should be familiar with all aspects of the materials developed and presented. A single mark will be awarded to each member of a group. Groups should meet after hours to complete their group assignment, discuss findings, determine applicable textbook and resource guide approaches to use, analyze results, develop the written report and appendices, and rehearse their final group presentation. Groups can determine if each member will speak during the final presentation or if a single spokesperson will present or some derivation thereof.

Ten percent (10%) of your group project mark (equivalent to 3% of overall mark) will be based on results of a peer review survey developed, delivered and interpreted by the Instructor. So, work well together and actively contribute.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are

therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. When working in a team, students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

2. Resolving differences:

Conflicts can – and do – occur. Conflicts are part of the team’s process of learning how to work together effectively and can actually generate exciting debate and creative solutions – if managed appropriately.

Student teams are collectively expected to resolve disputes or misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to reach a mutually agreeable solution, the entire team must meet with the professor as soon as possible – NOT IN THE LAST WEEK AFTER IT’S TOO LATE. The Professor will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

Feedback to Instructor

Please send any written or oral feedback to the instructor whenever you feel it is necessary. After session #2, I will ask for your written feedback (just use a blank piece of paper) on any issues you have or things you want to see addressed in the class. This feedback should be confidential, so there is no need to provide your name unless you feel you would like to do so. This type of feedback will then be welcomed at any point during the term. The feedback will be addressed and used to improve the course and your learning experience. During the mid-point of term, a formal feedback survey will be conducted using the Western Student Opinion Survey seeking your feedback on the course to-date with a view to implementing suggestions for improvement for the second part of term.

During the final weeks of term, you are requested to complete the Student Opinion survey when made available by the Faculty of Arts & Social Sciences.

Submission of Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions of any assignment may be considered; however, a resolution may be determined at the instructor’s discretion and will include an academic penalty of 2%/day off the grade otherwise obtained. Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Standard of Conduct in this Course

Since this course is part of a degree designed to give you a broad understanding of the world of business, we aim to run the course in a way which will be consistent with the world of business - where many of you will spend your working lives. We strive to provide accurate information, quality materials and good service, consistent with our obligations to maintain the high academic standards of Huron University College and Western University.

In return we expect that you will conduct yourself in a way that prepares you for the world of work.

1. We start on time, so please do not arrive late and disrupt others.
2. Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
3. Turn off your cell phone, pager, and watch alarm.
4. Keep up to date. Make sure that you know the class schedule. Check on the course web page for updates and posted materials.
5. During the class, respect the learning opportunities of others. Don't distract others by chatting to your neighbour. Our expectation is that you will not only contribute in class to your own learning, but also to that of others.

Accessibility Needs

Huron University College is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the Huron University College. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the Western degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University's Code of Behaviour on Academic Matters

You are expected to be familiar with the contents of the Code. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers

- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

If you have any question about what is or not is permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the professor or other Huron/Western resources.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all Huron University College students are required to have a valid huron.uwo.ca or UWO email address. You are responsible for ensuring that your university email address is set up. Forwarding your huron.uwo.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from huron.uwo.ca addresses sent to Hotmail, Gmail or Yahoo, etc. accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

OWL and the Course Page

The online course page for this course is accessed through OWL. To access the course page, go to the OWL login at <https://owl.uwo.ca/portal> and log in using your UWO login name and password. Once you have logged in, look for the MOS 4410A module where you'll find the link to all course materials.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Lectures may not be recorded unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, OWL materials, etc.

If permission is granted by the professor, it is intended for the individual student's own study purposes and does not include permission to "publish" them in any manner. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal written permission.

MOS 4410 Tentative Course Schedule (Note: Additional required and/or supplementary readings may be assigned weekly on OWL to be prepared before class for in-class discussion)

NB: All cases are Ivey unless otherwise noted.

Session	Date	Topic	Chapter & Case
1	Sept 9, 2022	<ul style="list-style-type: none"> Course Overview and Introductions Introduction to Strategy 	<ul style="list-style-type: none"> Text: Ch. 1 Case: Eveline Charles: Sizing Up Opportunities, 9B10M045, Ivey Reading: What is Strategy?, Michael Porter, HBS, 1996
2	Sept 16, 2022	<ul style="list-style-type: none"> External & Internal Analysis Competitive Strategy Environment Strategy in Non-Profits Value Proposition 	<ul style="list-style-type: none"> Text: Ch. 2, Chapter 4 (pp 63-70) Case: Louis Vuitton, 9B13M022, Ivey (Optional Reading) Reading: Competition and Business Strategy in Historical Perspective, Ghemawat, Business History Review, 2002
3	Sept 23, 2022	<ul style="list-style-type: none"> Value Chain Managing Strategic Choices & Preferences 	<ul style="list-style-type: none"> Text: Ch. 3, Chapter 4 (pp 70-72) Case: Starbucks, 9A98M006, Ivey Reading: The Core Competence of the Corporation, Hamel & Prahalad, HBS, 1990
4	Sept 30, 2022	<ul style="list-style-type: none"> Business Model Innovation How to Grow When Markets Don't? What to Evaluate? 	<ul style="list-style-type: none"> Case: IMAX: Larger the Life, 9B09M019, Ivey Reading: The CEO of IMAX on How It Became a Hollywood Powerhouse, Gelfond, Richard, HBS, 2013 (Ivey Casepack)
5	Oct 7, 2022	<ul style="list-style-type: none"> Leveraging the Brand What's the Next Big Thing? 	<ul style="list-style-type: none"> Text: Ch. 4 Case: Strategizing at Monarchia Matt International (MMI), 9B07M014, Ivey
6	Oct 14, 2022	<ul style="list-style-type: none"> Sustaining Competitiveness Blue Ocean Strategy Discussion 3 Minute Thesis Prep – Narrative, Spoken Components & Visuals 	<ul style="list-style-type: none"> Text: Ch. 5 Case: Nintendo Wii U: Lessons Learned for New Strategic Directions, 9B14M166, Ivey Reading: Blue Ocean Strategy, Chan and Mauborgne, HBS, 2004
7	Oct 21, 2022	<ul style="list-style-type: none"> Strategic Project Execution Ultimate Question Discussion 3 Minute Thesis Prep – Presentation Practice and Feedback 	<ul style="list-style-type: none"> Text: Ch. 6 Case: Ontario Place Revitalization, 9B12M087, Ivey (Optional Reading)
8	Oct 28, 2022	<ul style="list-style-type: none"> Mergers & Acquisitions Strategic Leadership 	<ul style="list-style-type: none"> Text: Ch. 7 Case: Research in Motion: The Acquisition of Slangsoft (A) & Research in Motion: Slangsoft in the Jerusalem Post (B), 9B03M009 & 9B03M010 (Optional)

			Reading)
	Oct 31 – Nov 6, 2022	Reading Week	No Classes
9	Nov 11, 2022	<ul style="list-style-type: none"> • Functional Strategy • Outsourcing Strategy • Organization and People Strategy 	<ul style="list-style-type: none"> • Text: Ch. 8 • Case: Westjet Airlines: Information Technology Governance and Corporate Strategy, 9B13E020, Ivey
10	Nov 18, 2022	<ul style="list-style-type: none"> • International Strategy • Global Joint Ventures 	<ul style="list-style-type: none"> • Text: Ch. 9 • Case: Eli Lilly in India: Rethinking the Joint Venture Strategy (Ivey, 9B04M016) • Reading: Developing global leaders. By: Ghemawat, Pankaj, McKinsey Quarterly, 00475394, 2012, Issue 3
11	Nov 25, 2022	<ul style="list-style-type: none"> • Implementation Strategy 	<ul style="list-style-type: none"> • Case: Strategy Execution at Mediolanum Bank, 12461 (Optional Reading)
12	Dec 2, 2022	<ul style="list-style-type: none"> • Social Responsibility • Capitalism at the Crossroads Discussion 	<ul style="list-style-type: none"> • Text: Ch. 10 • Case: Merck and Co. Inc. (A), 991021

APPENDIX A: Instructions for Accessing Course Material for Strategic Management for MOS (MOS 4410 Winter)

You have registered for:

Course: Strategic Management for MOS

Professor(s): Clarence Michael Borja

Starting: September 08, 2022

Ending: December 8, 2023

This message explains how to purchase the course materials needed for your class which are available on Ivey Publishing's website.

Go to the Coursepack link <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000F244pEAB/mos-4410-winter-2022>

You will need to [log in](#) or [create an account](#). Once you have done so, you can choose to purchase a print or digital copy of the coursepack. Coursepacks are PDF documents that can be opened using Adobe Reader. Digital coursepacks may be opened and printed for a period of 30 days from the time you complete your purchase; once downloaded to your computer, you will have digital access until the course end date. If you want to keep these materials beyond this time frame, you will need to print the coursepack. **This coursepack is for your personal use only and is not to be shared or distributed in any form.**

I hope you find this a convenient way to get your required course materials. If you have any questions, please contact me at cborja@uwo.ca.

Thank you,
Clarence Borja

For technical assistance, please contact Ivey Publishing during business hours.

Ivey Publishing
Richard Ivey School of Business
The University of Western Ontario
(e) cases@ivey.ca | (f) 519-661-3882
(t) 519-661-3208 | (tf) 800-649-6355

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[Instructions for Mac users](#)

Hours of Operation:
Monday to Thursday: 8:00am-4:30pm (EST)
Friday: 8:00am-4:00pm (EST)



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic_calendar/)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)