



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM392H1S L5101

Strategic Management

Summer 2018

Course Meets: Mon & Wed 5-7pm / Classroom WO30

Instructor:	Jan Klakurka
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Office Hours:	Wed 4pm-5pm or by appointment
Teaching Assistant	TBD

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

Prerequisite: RSM219H1, RSM222H1

Required Readings and Materials

Strategic Analysis and Action (9th Edition) Mary M. Crossan et al, Pearson Education Canada, 2015, ISBN: 9780133370294

Custom Case Package, available from www.iveycases.com; See Appendix A to this outline for ordering instructions (see page 14).

Each week, a PowerPoint presentation will be delivered to students covering the material required and testable on the quizzes and non-case portion of the final exam. 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.

		<u>Date</u>
Class Contribution	20%	Daily
Case Reports (x2)	40%	To be selected from Course Timetable
Group Competitive Strategy Report	20%	August 13, 2018
Final Exam (Take-Home)	20%	<i>Released:</i> Aug. 13, 2018; <i>Due:</i> Date & Time Set by Arts & Science During Exam Period

Class Contribution & 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

Preparing a Business Case Study: To prepare students for further graduate study in business (e.g. an MBA degree) and/or for the rigour of professional work in strategic consulting or related roles, business cases will be utilized each week to challenge students to link theory with practice. Students will be provided with two source guides (one PPT deck and one DOC file) describing approaches to prepare business cases. These course guides will be available on the course BlackBoard site prior to the start of classes. Students should refer to these guides prior to the start of term, as they get acquainted with case analysis, and revisit throughout term.

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 [Student Guidelines for Requesting Grade Reviews](https://portal.rotmancommerce.utoronto.ca/myAccount/academics/information/Guidelines_for_Grade_Reviews.htm) available on the Rotman Commerce portal (https://portal.rotmancommerce.utoronto.ca/myAccount/academics/information/Guidelines_for_Grade_Reviews.htm).

The instructor is responsible for your grade in RSM392 but not responsible for any administrative decisions that may make use of your grade in RSM392. If you believe that your grade requires review, please follow the procedure above

Final Take-Home Examination

The final take-home examination will consist of 3-4 short answer/mini-scenario questions and one brand new case, which will test your knowledge of the material that is discussed in class sessions and found in the PowerPoints, readings, and case learnings. The exam will be an equivalent length to a regular, third-year Rotman examination in effort and scope. The final take-home examination will be released by Professor Klakurka on August 13th, 2018 on BlackBoard. The process for a take-home examination is governed by the same rules attributable to regular examinations. In this regard, Arts & Science will schedule a three-hour window during the regular August 2018 exam period when the take-home exam is due. I will socialize this date on BlackBoard once the exam schedule is released in mid-July. While students will receive the exam on August 13th and may begin working on it, the due date may be any three-hour window derived by Arts & Science, between August 16th and August 22nd, 2018. It will be due to be uploaded on BlackBoard during the three-hour window provided by Arts & Science. *Do not book any travel before August 22nd, 2018.*

Requirements and Criteria

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of exams, individual participation, group presentation, 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:

<i>Activity</i>	<i>Percentage of Grade</i>	<i>Description</i>
Final Take-Home Exam	20%	This exam will be a take-home that can be completed in approximately 3-hours, normal “exam” length, and will contain two parts, as shown below. The examination is governed by Arts & Science. Professor Klakurka will provide the exam and a BlackBoard “assignment” for which to submit your response. However, the specific window of when the exam is due will be provided by Arts & Science (TBD). Aides allowed: Open-book: 1. A medium-length comprehensive case testing all course material <i>and</i> application of summary lessons captured at the end of each session 2. Several (4-5) short answer / mini-scenario questions testing material

Individual Class Contribution	20%	<p>from the weekly PowerPoint presentations, text, readings and other materials</p> <p>Preparation for class 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” • Using blackboard / PowerPoint / Excel spreadsheets to present analyses and findings
Case Assignments (x2)	40% (20% each, 1 of which is due by July 23 rd , 2018)	<p>Individually prepared case analysis of two (2) cases, which will be selected by students. Case analyses will be handed-in at the beginning of class on the day we do that particular case in class. The case write-up should be no more than twelve pages (double-spaced, 12-point Arial font) in length, with a maximum of seven exhibits. The student should write the case assignment from the perspective of the main character in the case whose business issue requires a solution. The case-writing tools presented in class, in the text, and delivered on Blackboard as supplementary readings should be used to “crack the case”. The case assignment should include the following:</p> <ul style="list-style-type: none"> • Identify the main character in the case and their strategic business issue(s) • Summarize the key case “question(s)” from the perspective of the main character, asking the question “what needs to be done now, soon, this year, in 3 years, in 10 years”? • Using the course tools, models and approaches, conduct an analysis of the firm, its competitors, advantage, value proposition, finances, people, operations, innovativeness, culture, and other business areas, to determine the root causes of the issue(s) and identify potential short and long-run solutions • Go beyond the case facts in theorizing what the industry might look like in 2030 & 2050, and what the organization can do to stay relevant, growing current customers and acquiring new ones; ask what this company is doing/can do to become sustainable, create uncontested market space, develop wealth for stakeholders, and enhance profitability/other objective measurements • Propose a solution(s) to the business problem(s). Create a detailed plan of action for the character/company to execute in order to solve their problem, enhance their competitiveness, and “win in the marketplace”, including the 5 W’s of how to execute on the plan
Group Assignment	20% (2.5% Proposal, 15% Written Assignment, 2.5%	<p>A complete industry and internal analysis will be undertaken by five or six (approximate) groups of five students, to be completed by August 8th, 2016. Groups will select an industry to study and will work together on their own time and should allocate the work effort evenly to each of the team members. The assignment details are as follows:</p>

Summary
Presentation)

Objective: 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*. Conduct your analysis from the purposes of where the industry has been, where it is today, and what are its prospects for the future. Answer questions such as:

- 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?
- 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?
- What should be done by the main competitor to stay competitive, to drive growth, to "creatively destruct" itself? What does this mean for incumbents? For Upstarts?

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", Value Proposition, Value Chain, SWOT, PEST, VRIO, Diamond-E 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 to show applicability of the models to this real-life industry analysis. These tools will be complemented by an effective presentation discussion early in the term.

Components of Assignment: Each group will be responsible for submitting several components of the overall assignment as follows:

- *Proposal:* Due July 28th, 2017 and worth 5% of group assignment mark. This proposal will be a 4 double-spaced, 12-point Arial font, page Word document that summarizes the analyzes to be undertaken. An accompanying PowerPoint can also be delivered. It will include:
 - Choice of industry / Primary Competitor to be analyzed and why chosen?
 - Table of contents of final written report
 - Research tools being utilized and description of project deliverables
 - Roles of each group team member and questions to be answered by analyses
- *Written Report – Industry & Competitive Analysis:* Due August

14th, 2017 and worth 20% of group assignment mark. 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, based on an application of the tools described above. Report to follow proposal Table of Contents.

- *Appendices and Exhibits:* Due August 8th, 2016 and worth 2.5% of group assignment mark. 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.

15-Minute Summary Presentation: Completed by all/some members to the class during the final week of class, worth 2.5% of group assignment mark. Presentation should not exceed fifteen slides and should summarize all aspects of both components of the written report. (NB: To expedite presentations by ~five teams in two hours, all summary presentations are to be e-mailed to Jan Klakurka by 3pm on August 14^h, 2017)

Total	100%
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POLICY AND PROCEDURE

Missed Exams and Assignments

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 Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable. Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted.

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

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.

Each class will follow a three-part agenda focused on increasing understanding of course material, applying course material and analytical tools to the case, and summarizing our key lessons learned, in a list, for later use (on exams, assignments, etc.). The three areas will be addressed according to the following timeline:

- Topical Discussion on the PowerPoint slides (required readings), led by Lecturer with class participation
- Commence Case Discussion
- 5-10 minute break and time to write on-going formal feedback about the class
- Commence Summary Learning Point List Creation
- Class Ends

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.

NOTE: The consistency of your participation comments, knowledge of the previously-delivered material, and quiz/assignment results will be addressed holistically. Students should prepare all weekly cases and assignments individually to maximize their learning and demonstrate the required level of understanding of the material.

Students and lecturer at the end of the class will list summary learning points. These points will be important study notes for future

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 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 Industry Portion of Final Exam is a take-home assessment requiring students to work in teams of 4-5.

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; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce 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.

3. Resolving conflicts:

Conflicts are part of the team's process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach 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.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Active Group Involvement: For the Part (A) of the final exam, 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. Fifteen percent (15%) of your group project mark (equivalent to 4.5% 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.

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 on Zoomerang or BlackBoard 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 Course Evaluation survey online when made available by the Faculty of Arts & Science.

Submission of Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Submissions must be received on BlackBoard where students will find specific assignments created. 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 the Rotman School of Management.

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.

Attendance in Other Sections of RSM 392H1S

You should only attend the classes for this section (L0401) of the course. Although there are four (4) sections in total, Professor Kevin Bryan teaches the other three (3) sections of RSM 392H1S in Winter 2018. The core learning outcomes for strategic management are consistent across all four sections, however the course content and delivery will vary. The cases and readings are different, so you should only attend lectures for the section you are currently enrolled in.

Accessibility Needs

The University of Toronto 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:

accessibility.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT 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 of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the

penalties that may be imposed. You are expected to be familiar with the contents of this document. 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.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. 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 instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo 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.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and

Help at <http://www.portalinfo.utoronto.ca/content/information-students> and review the Frequently Asked Questions.

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. Students wishing to record a lecture or other course material in any way are required to ask the instructor’s explicit permission, and may not do so 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, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student’s own study purposes and does not include permission to “publish” them in anyway. 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 permission.

RSM392S Tentative Course Schedule (Note: Additional required and/or supplementary readings may be assigned weekly on Blackboard to be prepared before class for in-class discussion)

Readings are available through the University of Toronto library to registered students. These readings will be posted on BlackBoard for student course purposes.

Class	Date	Topic	Reading (on BlackBoard)	Case
1	Jul 4, 2018	<ul style="list-style-type: none"> • Course Overview • Introductions • Intro to Strategy • Case Analysis • Value Proposition 	Reading: What is Strategy?, Michael Porter, HBS, 1996	Case: EvelineCharles: Sizing Up Opportunities, 9B10M045, Ivey
2	Jul 9, 2018	<ul style="list-style-type: none"> • External & Internal Analysis • Competitive Environment • Strategic Trade-Offs 	Text: Ch. 1 Reading: Competition and Business Strategy in Historical Perspective, Ghemawat, Business History Review, 2002	Case: Louis Vuitton, 9B13M022, Ivey
3	Jul 11, 2018	<ul style="list-style-type: none"> • Good to Great • Value Chain • Managing Strategic Choices 	Text: Ch. 2 Reading: The Core Competence of the Corporation, Hamel & Prahalad, HBS, 1990	Case: Starbucks, 9A98M006 & Starbucks: Regaining Focus, 9B08M030, Ivey
4	Jul 16, 2018	<ul style="list-style-type: none"> • Business Model Innovation • How to Grow When Markets Don’t? • What to Evaluate? 	Text: Ch. 3 Reading: The CEO of IMAX on How It Became a Hollywood Powerhouse, Gelfond, Richard, HBS, 2013	Case: IMAX: Larger the Life, 9B09M019, Ivey
5	Jul 18, 2018	<ul style="list-style-type: none"> • Leveraging Brands • What’s the Next Big Thing? 	Text: Ch. 4	Case: Strategizing at Monarchia Matt International (MMI), 8B07M14, Ivey

6	Jul 23, 2018	<ul style="list-style-type: none"> Sustaining Competitiveness Blue Ocean Strategy Group Proposal Due 	Text: Ch. 5 Reading: Blue Ocean Strategy, Chan and Mauborgne, HBS, 2004	Case: Nintendo Wii U: Lessons Learned for New Strategic Directions, 9B14M166, Ivey
7	Jul 25, 2018	<ul style="list-style-type: none"> Ultimate Question Strategy in Non-Profits Mid-Term Exam Due at 11:59pm on BlackBoard 		Case: Ontario Place Revitalization, 9B12M087, Ivey
8	Jul 30, 2018	<ul style="list-style-type: none"> Strategic Project Execution Entering New Markets 	Text: Ch. 6 Reading: Industry Life Cycles, Klepper, Industrial and Corporate Change, 1997	Case: Porter Airlines, 9B10M039, Ivey
9	Aug 1, 2018	<ul style="list-style-type: none"> Mergers & Acquisitions as a Strategic Tool Strategic Leadership 	Text: Ch. 7	Cases: Research in Motion: The Acquisition of Slangsoft (A) & Research in Motion: Slangsoft in the Jerusalem Post (B), 9B03M009 & 9B03M010, Ivey
10	Aug 8, 2018	<ul style="list-style-type: none"> Functional Strategy Outsourcing Strategy 	Text: Ch. 8	Case: Westjet Airlines: Information Technology Governance and Corporate Strategy, 9B13E020, Ivey
11	Aug 13, 2018	<ul style="list-style-type: none"> Implementation Strategy 	Text: Ch. 9 Reading: Management Practices, Relational Contracts, and the Decline of General Motors, Helper and Henderson, Journal of Economic Perspectives, 28 (1), Winter 2014,49-72 https://www.aeaweb.org/articles?id=10.1257/jep.28.1.49	Case: Strategy Execution at Mediolanum Bank, 12461
12	Aug 14, 2018 (Tues.)	<ul style="list-style-type: none"> Social Responsibility and Strategy Capitalism at the Crossroads Group Presentations 	Text: Ch. 10 Reading: A Natural-Resource-Based View of the Firm: Fifteen Years After, Hart and Dowell, Journal of Management, September 2011, 37(5), 1464-1479	Case: Merck and Co. Inc., 991021 Group Presentations
Final Exam	TBD	<ul style="list-style-type: none"> Final Examination 		All course material will be testable on the final exam

Your Lecturer

Jan Klakurka is Director and tenure-track Assistant Professor in Management and Organizational Studies at Huron University College, Western University and long-standing Instructor within the strategy department at the Rotman School of Management, University of Toronto. Jan's professional designations include: C. Dir., CPA, CA, APF and CMC, the latter where Jan was past Canadian Association of Management Consultant's Gold Medalist for Canada. He is a graduate of University of Toronto (B.Comm), the Richard Ivey School of Business (MBA), and Director's College, McMaster University. Jan's professional background spans nineteen years in industry and professional services, and six more in academia. Prior to the Academy, Jan was Director, Corporate Planning & Business Development, leading and delivering strategy for a mid-tier firm. He has led finance as corporate controller and streamlined operations as Director, Process Improvement, advised C-suite leaders a senior strategy consulting manager, and worked in Canadian treasury operations. With experience across multiple industries, Jan has served organizations across private and public sectors and now teaches senior year courses in strategy, international business, advanced taxation, among others. Jan's research is directed toward the intersection of strategic planning, lucid foresight and governance, with recent keynotes covering consulting academics and conference presentations in global management. As such, Jan is a designated (APF) member of the Association of Professional Futurists.

Jan has taught *Strategic Management* at University of Toronto since 2005 (UTM: 2005-2009, Rotman: 2012-2018), Huron (2014-2018), and Laurier (2013-2015). Jan's other core teaching courses are *International Business* (2012-2018, including MBA in 2014) and *Management Consulting* at Rotman School of Management (2011-2019) He also regularly teaches *Introduction to Management* at Rotman Commerce (2011-2018). In 2014, he began teaching a Summer Abroad course for Rotman/UofT at Masaryk University In Brno, Czech Republic called *Strategy in the European Context* that is going into its six year. He has also taught the general management Ivey LEADER (Leading Education in Emerging Regions) program in Dnepropetrovsk, Ukraine and Minsk, Belarus, has spoken on strategic foresight at University of Toronto, leadership, consulting, and finance at Brock University and the Ivey Business School, taught on the topic of wines at the Independent Wine Education Guild, and has developed and delivered training programs to Deloitte Consulting staff on a range of topics.

A graduate of UTM's Commerce program, Jan went on to complete several designations – CPA, CA, C.Dir., APF and CMC, the latter where he was Gold Medalist for the Canadian Association of Management Consultants (2003). His favourite business book is still Competing for the Future, by Hamel and Prahalad, and he enjoys skiing, golf, scuba-diving, white-water kayaking, and strategic investments. His greatest project is having fun with his two daughters who are twelve and ten years-old. In 2006, he was awarded the AIWS designation, joining 3,500 others worldwide that have completed the Diploma in Wines & Spirits (Dipl.WSET) from the Wine & Spirit Education Trust based in London (U.K.) and is currently on the long road in pursuit of the Master of Wine designation. In 2014, Jan received his Chartered Director's designation offered by the Director's College, Degroote School of Business, McMaster University. Jan serves as Board member and CFO of Corporations for Community Connections, a private foundation of Siemens, and on the finance committee of the Mansfield Ski Club.

APPENDIX A: Instructions for Accessing Course Material for Introduction to Strategic Management (RSM392H1S SECTION L5101 Summer 2018)

You have registered for:
Course: Strategic Management
Professor(s): Jan Klakurka
Starting: Jun 18, 2018
Ending: Aug 31, 2018

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Thank you,
Jan Klakurka

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