

GMGT 7350 (G10) (3.0 CH)
BUSINESS ANALYSIS & STRATEGY DEVELOPMENT
FALL 2023

INSTRUCTOR

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TEACHING ASSISTANT

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COURSE DESCRIPTION

This experiential course provides an opportunity for students to learn the fundamentals of business analysis and strategy development utilizing the case method. Throughout the term, the class will analyze a wide variety of business cases to develop their analytical skills and strategic thinking. In teams, students will engage in discussions and apply analysis tools to review internal and external environments, business models and current business trends. They will apply the knowledge and tools that they have gained to develop innovative and feasible solutions to multidisciplinary challenges faced by organizations and present these recommendations to their fellow students.

During the course, the following themes will be covered through lectures and group discussions:

- Business problem and opportunity identification
- Current industry trends and environmental analysis
- Business models and growth strategies

Bringing outside knowledge and experience is a necessary component for providing feasible strategic recommendations. Time spent on research of current events, developing additional business acumen, and/or world knowledge is not mandatory. However, it is strongly encouraged in order to excel during the case analysis process.

MBA CASE COMPETITIONS

The Asper MBA program participates in multiple case competitions each year. Selection for competitions will occur during/following the course. Competition teams will be composed of students currently enrolled or those who have previously enrolled. Selected students will be enrolled in the MBA Business Case Competitions Course. Any exceptions made will be at the discretion of the instructors.

It is possible that some students in the course will not be chosen to represent the Asper School in any of the case competitions for which selection will be done via the course. It is also possible that some students may be chosen to represent the Asper School at more than one competition. The instructor will have the discretion to make the team selection decisions based on their assessment of the students in the course and the needs of the competitions.

COURSE OBJECTIVES

The objectives of this course will enable students to demonstrate:

- An understanding of the case analysis framework.
- Business problem and opportunity identification skills
- Current industry trends and environmental analysis
- Enhanced problem solving skills as you work through multidisciplinary business challenges.
- Improved ability to develop and defend strategic solutions to complex business issues.
- Develop interpersonal skills, working under constraints, in a team based environment.

COURSE MATERIALS

Practice case studies will be provided for student use in order to prepare them for competitions. Students are asked to bring their laptops to class.

COURSE ASSESSMENT & KEY DATES

Assessment	Allocation	Due Date	Description	Determination
Participation	10%	Throughout the term	<ul style="list-style-type: none"> • As an experiential course, this class is highly participatory. Students are asked to read cases in advance of class, thoughtfully contribute in class discussions, actively participate in team activities and demonstrate commitment to learning outside of class (latest business trends, current affairs etc.) 	Determined by the instructor
Timeslot conflicts due by August 28, 11:59pm				
Data Analysis Assignment	10%	Sept 1 by 11:59pm on UM Learn	<ul style="list-style-type: none"> • Assignment (data set and qualitative material) will be shared on Aug 23 	Determined by the instructor
Strategy Video	15%	Sept 5 by 11:59pm on UM Learn	<ul style="list-style-type: none"> • Create a 60-120 second video highlighting a strategy solution to an organization’s challenge • Rubric and organization will be provided on Aug 23 	Determined by the instructor
Prepared Case	5%	Sept 8 (in class presentation). Presentation deck due at 5pm	<ul style="list-style-type: none"> • Students will be assigned teams on Aug 23. • Case will be released on Aug 23. Presentations on Sept 8 will be a 20 min followed by a 10 min question period. • Presentation rubric will be provided. 	Determined by the instructor and adjusted based on peer evaluation 1

Peer Evaluation 1 (Prepared Case)	5%	Sept 8 by 11:59pm on UM Learn	<ul style="list-style-type: none"> Students will complete a peer evaluation form based on their prepared case practice on Sept 8 and allocate grades to their peers. Peer evaluation form will be located on UM Learn and must be entirely filled out to be considered complete. 	Determined by student's team
Traditional Case 1	5%	Sept 10 (slots are listed in the class schedule section)	<ul style="list-style-type: none"> Students will be assigned teams on Sept 4. In teams, students will have 2.5 hours to analyze a case. Following this there will be a 20 min presentation and a 10 min question period. Presentation rubric will be provided in class. 	Determined by the instructor and adjusted based on peer evaluation 2
Peer Evaluation 2 (Traditional Case 1)	5%	Sept 10 by 11:59pm on UM Learn	<ul style="list-style-type: none"> Students will complete a peer evaluation form based on their traditional case 1 practice on Sept 10 and allocate grades to their peers. Peer evaluation form will be located on UM Learn and must be entirely filled out to be considered complete. 	Determined by student's team
Final presentation groups are due by Sept 11, 11:59pm				
Traditional Case 2	5%	Sept 17 (slots are listed in the class schedule section)	<ul style="list-style-type: none"> Students will be assigned teams on Sept 8. In teams, students will have 2.5 hours to analyze a case. Following this there will be a 20 min presentation and a 10 min question period. Presentation rubric will be provided in class. 	Determined by the instructor and adjusted based on peer evaluation 3
Peer Evaluation 3 (Traditional Case 2)	5%	Sept 17 by 11:59pm on UM Learn	<ul style="list-style-type: none"> Students will complete a peer evaluation form based on their traditional case 2 practice on Sept 17 and allocate grades to their peers. Peer evaluation form will be located on UM Learn and must be entirely filled out to be considered complete. 	Determined by student's team
Competition opt out form due on Sept 19, 11:59pm				
Reflection	5%	Sept 19 by 11:59pm on UM Learn	<ul style="list-style-type: none"> Please reflect on your competition experience and answer the following three questions: 1) What did you learn from your prepared case and traditional case? 2) What was the most challenging aspect of participating? 3) What processes would you modify to improve personal and team success in anticipation of your final exam? 	Determined by the instructor

			<ul style="list-style-type: none"> Format: minimum two pages (no title page), double spaced, font size 12, font style Calibri 	
Final Presentation	25%	Sept 24 (slots are listed in the class schedule section)	<ul style="list-style-type: none"> In teams, students will have 3 hours to analyze a case. Following this there will be a 20 min presentation and a 10 min question period. Presentation rubric will be provided in class. 	Determined by the instructor and adjusted based on peer evaluation 4
Peer Evaluation 4 (Final Presentation)	5%	Sept 24 following the final presentation on UM Learn	<ul style="list-style-type: none"> Students will complete a peer evaluation form based on their final presentation on Sept 24 and allocate grades to their peers. Peer evaluation form will be located on UM Learn and must be entirely filled out to be considered complete. 	Determined by student's team

Note: Late assignments will not be accepted

Final grades will be assigned as follows:

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: Class attendance is required. Missing more than 20% of this course due to absence from lectures may result in a failing grade. It is your responsibility to inform your professor, in advance if possible, of your absence and the reason for it:

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences>, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;
- 2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);
- 3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

The professor will then decide how to deal with the impact of the missed classes on your final grade.

COURSE SCHEDULE

The course schedule is as follows:

- Class 1 - Wednesday, August 23 (6pm – 10pm)
- Class 2 - Monday, August 28 (6pm – 10pm)
- Class 3 - Wednesday, August 30 (6pm – 10pm)
- Class 4 – Wednesday, September 6 (6pm – 10pm)
- Class 5 – Thursday, September 7 (6pm-10pm)
- Class 6 – Friday, September 8 (6pm – 10pm)
- Class 7 – Sunday, September 10 (1pm-9pm)
 - **Group 1:** 1pm-3:30pm (prep time), 3:35pm-3:55pm (presentation), 3:55pm-4:05pm (question period), 4:05pm-4:25pm (debrief)
 - **Group 2:** 1:55pm-4:25pm (prep time), 4:30pm-4:50pm (presentation), 4:50pm-5:00pm (question period), 5:00pm-5:20pm (debrief)
 - **Group 3:** 2:50pm-5:20pm (prep time), 5:25pm-5:45pm (presentation), 5:45pm-5:55pm (question period), 5:55pm-6:15pm (debrief)
 - **Group 4:** 3:45pm-6:15pm (prep time), 6:20pm-6:40pm (presentation), 6:40pm-6:50pm (question period), 6:50pm-7:10pm (debrief)
 - **Group 5:** 4:40pm-7:10pm (prep time), 7:15pm-7:35pm (presentation), 7:35pm-7:45pm (question period), 7:45pm-8:05pm (debrief)
- Class 8 – Sunday, September 17 (1pm-9pm)
 - **Group 1:** 1pm-3:30pm (prep time), 3:35pm-3:55pm (presentation), 3:55pm-4:05pm (question period), 4:05pm-4:25pm (debrief)
 - **Group 2:** 1:55pm-4:25pm (prep time), 4:30pm-4:50pm (presentation), 4:50pm-5:00pm (question period), 5:00pm-5:20pm (debrief)
 - **Group 3:** 2:50pm-5:20pm (prep time), 5:25pm-5:45pm (presentation), 5:45pm-5:55pm (question period), 5:55pm-6:15pm (debrief)
 - **Group 4:** 3:45pm-6:15pm (prep time), 6:20pm-6:40pm (presentation), 6:40pm-6:50pm (question period), 6:50pm-7:10pm (debrief)
 - **Group 5:** 4:40pm-7:10pm (prep time), 7:15pm-7:35pm (presentation), 7:35pm-7:45pm (question period), 7:45pm-8:05pm (debrief)
- Final Presentation: Sunday, September 24 (2pm-9pm)
 - **Group 1:** 2:00pm-5:00pm (prep time), 5:10pm-5:30pm (presentation), 5:30pm-5:40pm (question period)
 - **Group 2:** 2:40pm-5:40pm (prep time), 5:50pm-6:10pm (presentation), 6:10pm-6:20pm (question period)
 - **Group 3:** 3:20pm-6:20pm (prep time), 6:30pm-6:50pm (presentation), 6:50pm-7:00pm (question period)
 - **Group 4:** 4:00pm-7:00pm (prep time), 7:10pm-7:30pm (presentation), 7:30pm-7:40pm (question period)
 - **Group 5:** 4:40pm-7:40pm (prep time), 7:50pm-8:10pm (presentation), 8:10pm-8:20pm (question period)

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. **When in doubt, please talk to your instructor.**

Instructions and forms to apply for human ethics approval can be found at:
<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
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Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	Asper Graduate Student Resources
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behavior

ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

AI TOOLS

AI tools can be used to enhance learning and problem-solving skills, but they should not replace independent thinking and learning. Students must exercise critical thinking when using AI tools and acknowledge their use in academic work. Prohibited uses include generating or completing academic work with AI tools without appropriate acknowledgement. Academic honesty is paramount, and students should accurately represent their individual effort and knowledge. Faculty will provide guidance on AI tool usage and incorporate discussions on AI ethics and academic integrity. Violations may lead to disciplinary actions, including academic penalties or suspension.

FACULTY BIOGRAPHY

I.H. Asper School of Business, The University of Manitoba



Judith Jayasuriya

Department: Business Administration
I.H. Asper School of Business

Judith Jayasuriya has been with the University of Manitoba for over a decade with progressive experience in several portfolios. Most recently, she served as the Business Manager for Undergraduate Medical Education in the Max Rady College of Medicine and prior to this Judy was the Interim Director of Alumni Relations where she led cross-functional teams to plan and execute advancement initiatives including the launch of the Front and Center Campaign, Manitoba's largest fundraising endeavor.