

The World of the General Manager and of Strategic Management
(Intensive)
MBA5260A
Fall 2009

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Office Hours	After class or by appointment	
Class Location		
Class Hours	<ul style="list-style-type: none"> ➤ Thursday, August 27 - 1:00 to 4:00 p.m. ➤ Friday, August 28 - 1:00 to 4:00 p.m. ➤ Monday, August 31 - 8:30 to 11:30 a.m. ➤ Tuesday, September 1 - 8:30 to 11:30 a.m. ➤ Wednesday, September 2 - 8:30 to 11:30 a.m. ➤ Friday, September 4 - 8:30 to 11:30 a.m. 	

Course Deliverable	Due Date	Weight on Final Grade
Group Memo 1 - Vincor	August 31	20%
Group Memo 2 - iMPath	September 2	20%
Individual Take Home Exam	September 8	40%
Class Participation	September 8	20%

Course Description

The two main concepts in strategic management are that of strategy and leadership. A strategy is a statement of both the *raison d'être* of an enterprise or a business unit and, broadly, its *modus operandi*. A strategic statement emphasizes the market needs to be satisfied by the products or services to be supplied; the values or benefits accrued from these products or services; to whom these values are targeted; the means by which value will be delivered and the levels of price, cost and quality in light of competitive conditions. Leadership enables organizations to maintain a strategic focus and to deliver results: it puts strategy into action.

A general manager must play a key role in the process of establishing the strategy for an enterprise, providing the leadership that enables the organization to implement that strategy. A general manager is the motor, which drives both the planning and the operation of the enterprise. Throughout the course, candidates will be placed in the position of a general manager whose job is to formulate and implement strategies by:

- Setting strategic direction
- Allocating resources in the face of uncertainty
- Integrating the various parts of the organization
- Motivating people and gaining their commitment

While the sessions focus upon strategy formulation and implementation in business firms of various kinds and sizes, the thought processes evolving from the sessions are fundamental to strategic management in any context including the public sector and not-for-profit organizations.

Leadership and High Performance

One of the main objectives of the Telfer MBA is to help you unlock the capacity of your organization to deliver high performance. Through the program you will be exposed to characteristics of high performance organizations and the various management concepts that you can draw on throughout your career to create and deliver this organizational capacity.

The World of the General Manager (MBA 5260) provides a starting point in this learning process. Using six cases studies and readings, you will be exposed to world-class leaders such as Jack Welch and world-class leadership models such as the Level 5 Leadership model of Jim Collins. You will be put in the position of a general manager and asked to “take the lead”. Using the Diamond-E Model, you will have to assess the opportunities, threats and critical success factors arising from the external environment. Looking inside the company, you will be asked to assess the potential of your organization to deliver high performance, and to identify where this capacity can be developed and leveraged. You will be asked to assess whether the organization’s vision and strategy continue to make sense or need adjustment. You will have to determine your role in the change process and build an action plan.

In these cases you will be asked to make these decisions with imperfect information – something that most general managers face every day. This will set the stage for courses later in the program that will go into much more detail in areas such as logic models, strategy maps, quality management frameworks, business process management and business intelligence. But these concepts must fit into an overall framework – and this is the purpose of MBA 5260 – to act as a gateway into the world of general management.

Course Learning Objectives

This course is designed to provide candidates with an understanding of the strategic management process and the need for analytical thought when dealing with this process.

The objectives of the course are to provide:

1. An understanding of the kinds of problems and decisions that general managers are confronted with
2. Frameworks and tools to organize and analyze general management problems
3. Conceptual and operational definitions of strategy
4. A framework to integrate different areas of management and to understand key interrelationships

In addition, the course will address:

Conceptual development of:

- A perception of the general manager's viewpoint
- A framework for the analysis of pertinent issues in strategic management

Skill development of:

- Individual and group problem-solving and decision-making
- Systematic thinking and effective communication of conclusions both orally and in writing

Attitudinal evolution in terms of:

- The ability to deal with uncertainty and ambiguity and to exercise judgment in the absence of "right" solutions or preferred practices
- The political processes involving trade-offs among individuals or organizations with conflicting objectives and priorities
- The ability to take responsibility for one's own opinions and decisions

Methods Used to Evaluate Student Performance

Component	Date	Contribution
Group Memo 1 - Vincor	August 31	20%
Group Memo 2 - iMPath	September 2	20%
Individual Take Home Exam	September 8	40%
Class Participation	September 8	20%
TOTAL		100%

Breakdown of Evaluation

Group Memos (20% each)

Executive memos are an important communications tool for a general manager. We use this format:

1. To sharpen your analytical skills
2. To apply the analytical concepts presented during the case discussions
3. To build on written communications skills

Appendix B contains guidelines for the memos and is to be used as a resource for this assignment.

Memo 1: Vincor (20%)

As Donald Triggs considers the merits of taking Vincor public, he understands that a successful IPO will be largely driven by the company's growth strategy. As his Vice-President, Marketing and Business Development, you are asked to prepare a recommendation that sets out the company's growth strategy that he will review with the Board of Directors.

Using the memo format (see Appendix B), you are to prepare a 500 word memo that addresses the following points:

- Statement of the key strategic issue to be addressed
- Recommendations
- Options Considered and Assessment of Alternatives
- Action Plan

This memo is **due on August 31st** at the start of class.

Memo 2: iMPath (20%)

As the incoming CEO of iMPath Networks, the Board of Directors has asked you to prepare a recommendation on steps you will take over the next 90 days to deal with the challenges the company is facing.

Using the memo format as above, you are to prepare a 3-page memo that is **due on September 2nd** at the start of class.

Class Participation (20%)

Because of the strong reliance on case studies in this course and the importance of active group discussion, participants are expected to be ready to make a meaningful contribution to class room discussion. Class participation marks will be based on the degree and quality of active participation in class discussions as measured by the professors, the class and the participant. A form will be distributed to the class to record individual self-assessments of contribution and to identify the top contributors from the class. Guidelines are provided in Appendix C.

While attendance is not considered participation, attendance is necessary to achieve full participation marks.

Individual Take Home Exam (40%):

This will assess each individual's understanding of the course through application to a take-home case analysis. The case study in question will be distributed in the last class along with the exam requirements; submissions (**hard-copy only**) **are due by September 8th** on the 4th floor, room 4106 at the Telfer School of Management.

Textbook/Course Package

Course Package

The course package of cases and readings is available from Reprography Services in the Morisset Building. The articles will address many of the key concepts in Strategic Management. The cases will cover a wide range of industries, many different types of companies, and a wide range of geographic regions.

Textbooks

Crossan M.M., Rouse M.J., Fry J.N, Killing J.P., Strategic analysis and action, Seventh Edition, Pearson Prentice Hall, 2009 – available online at (www.bookstore.uottawa.ca) or at the University of Ottawa Bookstore, 85 University.

Other Information

Explanation of Teaching Approach and Instructional Methods

The main pedagogy in this course is the case method, an invaluable teaching tool in this area of management given that, as stated by Charles Gragg, “wisdom can't be taught”, it can only be acquired.

Every managerial situation is new and unique: there are no recipes applicable to all cases. Therefore, general managers learn by “doing” in a variety of new situations. The case study method, by stimulating and encapsulating this “doing” within the constraints of the classroom, helps candidates acquire a sense of strategic balance.

Accordingly, the classroom should be considered a laboratory to test one's decision-making and communication skills. This kind of learning is a cooperative process which means that each student must come to all sessions prepared to make a contribution to the discussion. Prompt and reliable attendance plus careful preparation on the part of each student are essential to the learning experience of the entire class.

However, class participation can vary in its quality. For effective participation, candidates should reflect, in making their interventions as to whether:

- Their point will improve the class understanding
- Their point builds upon previous analysis and commentary
- There is a willingness to understand and value the comments of others

The process of identifying issues and the evaluation of alternatives are the essence of decision-making in strategic management, and to this end cases should be prepared in detail. Careful preparation will also enable candidates to reach conclusions independently and confidently.

Assignment questions are provided for each case. These get the candidates started and guide the analysis. However, they do not exhaust the issues involved. Confining one’s answers and comments to the questions provided does not constitute completion of the case.

Candidates will be able to evaluate their case approach by reviewing their analysis and recommendations with respect to the class sessions. It is important to note that there is more than one good approach to a particular case analysis: if one’s approach differs from the one provided in class it is not necessarily wrong. However, candidates should review their analysis to determine whether:

- Their arguments are logically consistent
- They are using relevant concepts appropriately
- They have considered the major factors in the case
- They have placed the proper emphasis on particular issues in the case

Course Schedule

Day 1 – M. Kelly	Thursday, August 27 from 1:00PM to 4:00PM
Topics:	<i>The Concept of Strategy</i>
Class Readings:	<ul style="list-style-type: none"> • Crossan M.M., Rouse M.J., Fry J.N, Killing J.P., <u>Strategic analysis and action</u>, Ch. 2 – Strategy, Ch. 3 – The Diamond-E Framework and Ch. 4 – Tools for Environment Analysis • <i>What is Strategy?</i> Michael Porter, Harvard Business Review, November-December 1996
Case:	Vincor International
Method/Pedagogy:	Case Discussion
Course Linkages:	Multinational Management, Strategy, Accounting, Finance, Micro economics
Skills/Competencies:	Applying strategy definition Introduction to the Diamond-E Framework

Day 2 – M. Kelly	Friday, August 28 from 1:00PM to 4:00PM
Topics:	<i>Leadership and the Strategic Agenda</i>
Class Readings:	<ul style="list-style-type: none"> • Crossan M.M., Rouse M.J., Fry J.N, Killing J.P., <u>Strategic analysis and action</u>, Ch. 1 – The Job of the General Manager • <i>Growth as a Process, The HBR Interview</i>, Jeffrey R. Immelt, Thomas A. Stewart, Harvard Business Review, June 2006
Case:	GE's Two-Decade Transformation: Jack Welch's Leadership
Method/Pedagogy:	Case Discussion and Video
Course Linkages:	Strategy, Organizational Behaviour
Skills/Competencies:	Strategy formulation and execution

Day 3 – T. Kulka	Monday, August 31 from 8:30AM to 11:30AM
Topics:	<i>Translating Strategy Into Action</i>
Class Readings:	<ul style="list-style-type: none"> • <i>Moments of Greatness; Entering the Fundamental State of Leadership</i>, Robert E. Quinn, Harvard Business Review, 2005
Case:	Ideal Electronics Corporation
Method/Pedagogy:	Case Discussion, Group Exercise, Presentations and Video
Course Linkages:	Multinational Management, Managing Change, Strategy, Organizational Behaviour
Skills/Competencies:	Different levels of general management, execution, change management

Day 4 – T. Kulka	Tuesday, September 1 from 8:30AM to 11:30AM
Topics:	<i>Leadership, Strategy and Change</i>
Class Readings:	<ul style="list-style-type: none"> • <i>What Leaders Really Do</i>, John P. Kotter, Harvard Business Review, December 2001
Case:	Schindler 300P
Method/Pedagogy:	Case Discussion, Group Exercise, Presentations and Video
Course Linkages:	Multinational Management, Managing Change, Strategy, Organizational Behaviour
Skills/Competencies:	Different levels of general management, execution, change management

Day 5 – T. Kulka	Wednesday, September 2 from 8:30AM to 11:30AM
Topics:	<i>Role of the General Manager</i>
Class Readings:	<ul style="list-style-type: none"> • <i>Level 5 Leadership: The Triumph of Humility and Fierce Resolve</i>, Jim Collins, Harvard Business Review, 2005
Case:	<ul style="list-style-type: none"> • iMPath Networks
Method/Pedagogy:	Live Case – Panel and Class Discussion
Course Linkages:	Organizational Behaviour, Human Resources, Microeconomics, Accounting, Finance, Change Management
Skills/Competencies:	Leadership, strategic diagnosis, change management

Day 6 – M. Kelly	Thursday, September 3 from 8:30AM to 11:30AM
Topics:	<i>Strategic Management as a Process</i>
Class Readings:	<ul style="list-style-type: none"> • <i>Can You Say What Your Strategy Is?</i>, David Collins and Michael Rukstad, Harvard Business Review, 2008
Cases:	Mr. Jax
Method/Pedagogy:	Case Discussion
Course Linkages:	Organizational Behaviour, Strategy, Change Management
Skills/Competencies:	Leadership, strategic diagnosis, change management

Appendices

APPENDIX A

Case Assignment Questions

SESSION 1: Vincor International

1. What is the key issue facing Vincor in this case?
2. What is Vincor's strategy?
3. What strategic opportunities does Vincor have?
4. Does the Wine Industry provide opportunities for significant gains with these strategies?
5. Given opportunities and strategies, does Vincor have the capabilities to implement them successfully?
6. Does the provisional IPO look attractive?

SESSION 2: GE's Two-Decade Transformation: Jack Welch's Leadership

1. How difficult a challenge did Welch face in 1981? How effectively did he take charge?
2. What is Welch's objective in the series of initiatives he launched in the late 1980s and early 1990s? What is he trying to achieve in the round of changes he put into motion in that period? Is there a logic or rationale supporting the change process?
3. How does such a large, complex diversified conglomerate defy the critics and continue to grow so profitably? Have Welch's various initiatives added value? If so, how?
4. What is your evaluation of Welch's approach to leading change? How important is he to GE's success? What implications for his replacement?

SESSION 3: Ideal Electronic Corporation

1. As Alan Carter, what are your objectives for the second half of the meeting with the Koreans? What is your strategy? What would your opening statement be? Why?
2. Does the Delta Project make sense? Why or why not?
3. How should Carter respond to the concerns of the Product Developers?
4. Which design firm should Ideal choose and why?

SESSION 4: Schindler 300P

1. Werner Kummer has asked for an update on the P300 project. As Ken Smith, what would you say?
2. What is your assessment of the strategic rationale for the creation of the 300P line of elevators?
3. What is your analysis of the situation as of 1996 (the time of the case) from: (1) Schindler's top management's perspective, (2) Jardine-Schindler's perspective?
4. What should Werner Kummer do now?

SESSION 5: iMPath Networks

1. If you were Terry, would you take the CEO job? Why or why not?
2. What's your assessment of challenges iMPath Network faces?
3. If you were Terry, what action plan would you recommend to the Board?

SESSION 6: Mr. Jax

1. How is Mr. Jax performing at the time of the case?
2. What are the principal environmental changes and opportunities being faced by the apparel industry and Mr. Jax?
3. What are the major elements to Eisman's new alternative approaches to growth?
4. Given the environmental changes, do Eisman's growth approaches make sense?
5. As an Advisor to Louis Eisman, what would you recommend that he do? Why?

APPENDIX B

Memo Guidelines

The object of a memo is to achieve DENSITY, not BREADTH. There are many interesting and, in peripheral ways, relevant factors in a case. Your task, however, is to distill out the small set of core issues or problems around which the case (and, hence, the good memo) is built. The length limit is 500 words.

Heading

State the recipient, originator and date.

Subject

The subject reads like a title. It gives as much specific information about the memo content as is consistent with acceptable title length. Do not give a set of objectives.

Problem

The memo should begin with a statement of the strategic issue/problem you will address. This definition is the most important factor you will consider because it determines the direction, which the rest of the memo will take. The terms "issue" and "problem", in this context, do not mean general, overall situation descriptions. Do not give a brief summation of the case. Do not cram the case into one or two questions. Do not recount the decision option(s). Do not make the mistake of thinking that the problem is obvious. It is not. You will discover it only at the end of an in-depth analysis. Study the case carefully and ask what symptoms of malaise (or potential malaise) and what causes for these symptoms lie at its heart.

Consider the following:

- *Most of the time a problem is multidimensional. Breaking it down into its components (e.g. Strategic, organizational, financial) helps to define it in a comprehensive fashion and facilitates agenda setting.*
- *Identify root causes and provide a diagnosis which clarifies the relationships between causes and outcomes/symptoms.*
- *In your problem statement, provide a measure of how significant the problem is and how urgent it is. Use summary numbers/facts to substantiate – details should be provided in the Appendices.*

(note: This section in italics has been added to this memo by the professors.)

A good problem definition, given at the beginning, keeps the memo tightly structured because everything you discuss after that point, in both the recommendation and analysis sections, must relate to that problem.

Recommendation

State what solution you recommend. It must relate back to the symptoms and causes you have defined above. If the word limit permits, elaborate with brief details. Do not argue your point in this section. Because the reader knows what your recommendation is, he or she has a reference point from which to understand your issue discussion. Thus, the recommendation, given up front, also helps to keep the memo tight.

Discussion of Alternatives and Recommendations

State concisely what other alternatives you have considered, briefly giving factors in favour and the reasons for your rejection. If the alternatives have arguments in common, group the discussion issues together to save on words. This part of the memo can be a gloss.

Also argue in favour of your recommendation, giving as much concrete detail (facts, figures, numerical calculations) as possible. Indicate briefly that you understand whatever drawbacks may exist to the solution you have chosen. Remember that this solution and the arguments you make for it must address the problem you have defined. Show how they do that better than the options you have rejected. **BE EXPLICIT**. Do not simply recount case facts and assume that their relevance is obvious.

Implementation

Give a practical (in terms of constraints outlined in the case) plan for implementing your recommendation. Answer "who", "what", "when", "where", "how much", whenever possible. Do not omit damage control suggestions. If there are major threats or risks to your solution, state how you plan to surmount them.

Appendices

Obviously, very little substantiating detail can fit into the allowed 500 words. Nevertheless, you cannot append a book. The core of the case must be well explained and must be able to stand alone without benefit from the appendices; otherwise the function of the memo is negated. The appendices are included for the convenience of the reader and should not require arduous effort on his or her part. The reader must be able to see fairly quickly the relevance of the appendix you have cited, to the point you are making in the memo. Hence, appendices will consist of excerpted numbers, truncated lists of key facts, numerical calculations, charts and graphs. It is useful to put a short summary statement on the presented data, at the bottom of each appendix.

General rules

1. Do not write discursively with an essay-like style. You will always waste scarce words.
2. You can use lists and points if you introduce them logically, and conclude on them.
3. Avoid excessive use of the passive voice; take responsibility for your own recommendations.
4. Make sure you read the case carefully.
5. Do not invent major facts or data. If you make assumptions-interest rates, for example - state what they are.
6. Feel free to use any framework for memo writing, as long as it demonstrates proper utilization of the concepts and is conceptually useful for convincing management to follow the course of action recommended.

APPENDIX C

MBA 5260 - Class Participation Component

This purpose of this memo is to explain how marks will be awarded for the Class Participation component for MBA 5260.

As indicated in the MBA 5260 Course Syllabus, Class Participation will constitute 20% of the overall final grade for the course. We will determine this for each MBA participant based on the following four components:

1. An individual self-assessment of your preparation for each class and your contribution to the class environment. You may want to submit copies of your Case Preparation Charts (Exhibit 3-2 in Learning with Cases) as evidence of your preparation. These can be submitted after each class or attached to the Class Preparation Input Form that will be distributed to collect your input.
2. Your assessment of the contribution of the members of your MBA Team to the “small group discussion” of each case – this is a peer rating and allows you to indicate the value of the contributed each of your teammates made to your understanding of the case.
3. Your assessment of who were the outstanding contributors to the learning environment in the “large group discussion”. Here you will be asked to identify up to the top 6 from the class, so please make notes of this during each case discussion.
4. The professors’ assessment of your contribution to the class learning environment.

This information will be collected from each participant on a Class Preparation Input Form that will be distributed during the first class. It will collect information and assessments in a structure format that will address the first three components above.

Each of the four components is discussed in more detail below.

Individual Self-Assessment

You are asked to evaluate yourself and how well you feel you prepared and contributed to the Small Group and Large Group phases of the learning process. Some questions to consider when providing your input are:

- How thorough was your individual preparation? Did you read the case thoroughly, following the guidelines in Learning with Cases? Did you complete the Short and Long Cycle Processes?
- Did you fill out the Case Preparation Chart?
- How engaged were you in your Small Group Discussion?
- How did you contribute to your peer’s understanding of the cases?
- How engaged were you in the Large Group Class Discussion?
- How often did you contribute?
- What is your assessment of your contributions to the class discussion?

Team Assessment

You are asked to rate the overall contribution of each member of your Team to your understanding of the cases in the course through their participation in the Small Group Process. These ratings will be used to determine an overall score for each MBA participant.

Each of you may use a slightly different set of criteria – keep notes. Although your input will be treated as confidential, your teammates may want to discuss this with you at a later date.

Class Assessment

You have the opportunity to identify up to the top 6 contributors in the class to your understanding of the cases during the Large Group Discussion in class. Use an approach that works for you. You may want to identify the top contributor each week or the top 6 contributors over the complete course – the choice is yours.

Professors' Assessment

We will also evaluate your contribution to the class discussion. We will be using the following criteria in our evaluation of each participant:

- The apparent level of preparation
- Quality of ideas provided
- Quality of insights generated
- New and interesting directions added to the discussion
- When challenging others, the quality of the challenge in terms of substance and persuasiveness
- Level of contribution to the class learning experience

Beware of Academic Fraud

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address, where you will find resources, tips and tools for writing papers and assignments:
<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between three and thirty credits;
- suspension or expulsion from the School.

Please be advised that professors have been formally advised to report every suspected case of academic fraud. In most cases of a first offence of academic fraud, the sanction applied to students who have been found guilty is an "F" for the course with an additional three credits added to their program requirements. Repeat offenders are normally expelled from the School of Management.

Finally, The Telfer School of Management asks that students sign and submit with their deliverables the Personal Ethics Agreement form. Two versions of this form exist: one for individual assignments, and one for group submissions. **Assignments will not be accepted or marked if this form is not submitted and signed by all authors of the work.** We hope that by making this personal commitment, all students will understand the importance the School places on maintaining the highest standards of academic integrity. The forms are accessible on doc-depot:

En français: <http://doc-depot.gestion.uottawa.ca/> (et suivez le lien 'Intégrité Académique')

In English: <http://doc-depot.management.uottawa.ca/> (then click on 'Academic Integrity')
