

## Introduction to Strategy, Entrepreneurship, and Management (SEM 310)<sup>1</sup>

Instructors	Course Sections
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### Course Overview

#### Objectives

Welcome to SEM 310! SEM 310 introduces students to the fundamentals of organizations at various stages of their life cycle: they are “born”, and so we start with a module on entrepreneurship/innovation, where we’ll discuss identifying and evaluating opportunities, launching and growing a business, establishing networks and legitimacy. Once they are a fully formed organization, they need to be steered in the right direction, and so in our second module, we discuss developing and implementing an organization’s strategy, structure, control systems, and change initiatives; and finally, once an organization reaches “adulthood”, it often has many employees, and large amounts of work must be done by managing others. Therefore in the third module, we discuss topics related to motivating and compensating employees, decision making, leadership and managing teams.

In addition to introducing you to the majors/minors within the SEM department, this course will support you in developing skills that are core to the Alberta School of Business BComm program, such as critical thinking, teamwork, ethical awareness, and communication. This will include practicing sharing your ideas in small and large group settings and using analytical tools and

<sup>1</sup> While the following syllabus represents our current thinking on how this course will unfold, instructors reserve the right to make changes along the way.

<sup>2</sup> Please use your ualberta email address when signing in to zoom, as only authenticated users will be allowed to join.

frameworks to create deliverables that suit business environments, as you will be expected to do upon graduation. For this reason, we have a weekly format that includes (a) a lecture to provide information and overarching frameworks for thinking about specific problems, and (b) seminars to give you the chance to put this knowledge to the test via simulations, exercises, and class discussions.

By the end of the semester, you should have developed the following course-specific knowledge and skills:

- a basic understanding of the major topics taught in the three majors/minors within SMO: human resources management; strategic management and organization; and, entrepreneurship and innovation.
- an understanding of entrepreneurship, and the entrepreneurial approach to organizational problem solving, and the practices that foster innovation.
- a high-level understanding of the strategic decisions that organizational leaders must make, and the forces that impact an organization’s ability to deliver on its purpose and goals.
- a broad understanding of the ways in which organizations attract, develop, engage, and manage their workforce.

### Course Structure and In-Class Expectations

<p><b>Module 1 – ENT/INNO: Getting Started</b> Instructor Team: Angelique Slade Shantz and Bandita Dekalita</p>	<p>In this module, we will explore the challenges associated with identifying and seizing new opportunities, whether by starting your own business or by innovating something new within an existing organization. This will include identifying and evaluating opportunities, launching and growing a business, and establishing networks and legitimacy. These skills will support you whether you become an employee, manager, founder, client or funder.</p>
<p><b>Module 2 – OMT/STR: Surviving and Thriving</b> Instructor Team: Chris Steele and Yunjung Pak</p>	<p>In this module we will explore the bigger-picture challenges that you will be party to throughout your career, especially if you find yourself in decision-making positions as members of an executive management team, next-generation leaders of your family’s business, entrepreneurs or professional advisors to other firms. These challenges include how to develop and implement an organization’s strategy, structure, control systems, and change initiatives.</p>
<p><b>Module 3 – OB/HR: Managing Others</b> Instructor Team: Emily Block and Maggie Cascadden</p>	<p>In this module we will explore the key challenges that managers navigate: leading people, making decisions, motivating others, hiring and rewarding employees, and negotiating. Regardless of whether you have the title of “manager,” these will be issues that you face throughout your career and mastery of these concepts will help you stand apart from your peers.</p>

As you see in the table above, as it currently stands<sup>3</sup>, this course will be taught in a hybrid manner. The course will be comprised of three modules, and each module will be co-taught by a teaching team of two instructors, which will generally follow a “lecture/seminar” format. What

<sup>3</sup> It is possible that due to COVID-19 this may change.

that means is that each week will consist of two classes. The first class will be a large group format (approximately 700 students), and as a result will be more lecture-based and content heavy. These classes will be primarily asynchronous, and will involve you independently watching our lectures, reading materials, and possibly doing an independent exercise. These sessions will also be where we will invite guest speakers, and if we do have a guest speaker, then the session will still be zoom-based, but will be live. Please consult the schedule for more details about this. The second weekly meeting will be conducted in person in a smaller group seminar format (approximately 70 students) and will be more dynamic. While these sessions may contain some lectures, they will focus more on class discussions, simulations, cases, activities, role plays, etc. So, please come with a mindset open to participation in a variety of experiential teaching approaches. These activities are designed to help strengthen your ability to apply the course concepts to realistic managerial scenarios.

**Readings:** Completing the readings and any other assigned pre-work in advance of each class will enrich your ability to make sense of the material and to contribute in class.

**Class Notes:** Given that the exams will be based primarily on the material covered in class, we strongly encourage you to be in attendance for as many sessions as possible. Because the sessions are experiential in nature, PowerPoint slides will be posted to eClass just prior to each class to facilitate download in advance and note taking during the session.

<b>Required Textbook</b>
There is no required textbook for this course. Selected readings are noted and linked in the Schedule below. Additionally there is a coursepack with 2 simulations (\$20.00 US). The link: <a href="https://hbsp.harvard.edu/import/887717">https://hbsp.harvard.edu/import/887717</a>

<b>Assignments and Weights</b>	
<b>Item</b>	<b>Weight</b>
Module 1 Exam (40 minutes)	20%
Module 1 Class Participation	6%
Module 2 Exam (40 minutes)	20%
Module 2 Class Participation	6%
Module 3 Exam (40 minutes)	20%
Module 3 Class Participation	8% <sup>4</sup>
Group Project - Presentation	20%

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<sup>4</sup> Module 3 has an additional 2% participation built-in, to account for the group project not incorporating Module 3 content.

## Course Overview and Schedule

### Module 1 – ENTREPRENEURSHIP & INNOVATION: Getting Started

Date/Format	Topic		Readings	Assessment
1) Lecture: Jan 10	INTRO to Course	INTRO to Module 1		
2) Seminar: Jan 11-14	Entrepreneurship in Action (INTRO to Module 1 part 2)  Food truck simulation <b>(in class, case pack)</b>			1 participation mark based on simulation participation
3) Lecture: Jan 17	From “Who I Am” to “What’s my Problem”		What makes entrepreneurs entrepreneurial? Article (pre- read)  Are you solving the right problem? Article (pre-read)	Guest speaker – Gregoire Berthier (Agorize)  Guest speaker – Celine Gareau-Brennan
4) Seminar: Jan 18-21	From ‘What’s my Problem’ to “What’s the Solution”  Design Thinking exercise		Design thinking article (pre- read)	1 participation mark based on design thinking exercise hand-in
5) Lecture: Jan 24	From ‘What’s the Solution’ to What’s the Business Model”  BMC Exercise		How the Lean Start-up Changes Everything (pre-read)  MVP link (pre-read)  Experimentation article (pre- read)	Guest speaker – TBD (Haagen Dazs)  1 participation mark based on BMC exercise
6) Seminar: Jan 25-28	From ‘What’s the Business Model’ to ‘What’s the Hook”  Disruptive innovation, pitching, pitching exercise		How VCs assess a pitch (pre- read)  Disruptive Innovation (pre-read)  Building an Innovation Factory (pre-read)	1 participation mark based on pitching exercise
7) Lecture: Jan 31	From “What’s the Hook” to “Who’s Going to Bite”  Scaling, Networking, Network exercise		How to build your network article (pre-read)	1 participation mark based on network exercise
8) Seminar: Feb 1-4	Is this even a good idea?  Opportunity evaluation exercise, dedicated teamwork time		Strategies for Evaluation (pre- read)	1 participation mark based on opportunity evaluation exercise

## Module 2 – OMT/STR: Surviving and Thriving

Date	Topic	Readings	Assessment or Assignment
1) Lecture: Feb 7	Intro to Module 3 on OMT/STR MODULE 1 EXAM		<b>MODULE 1 EXAM</b>
2) Seminar: Feb 8-11	Intro to Organization Theory Structure Simulation		
3) Lecture: Feb 14	Intro to Strategy	What is Strategy? Article (pre-read)	
4) Seminar: Feb 15-18	Competitive Advantage	Five forces video (pre-watch)	
Feb 21-25	<b>Reading Week</b>		
5) Lecture: Feb 28	Organizational Culture and Change	Organizational Culture & Leadership, 5th ed., pages 3-15 & 17-29 (pre-read)	
6) Seminar: Mar 1-4	Power and Politics in Organizations	Harnessing the Science of Persuasion (pre-read)	
7) Lecture: Mar 7	Institutional Theory, Corporate Social Responsibility and Sustainability	Shared value video (pre-watch) Friedman Social Responsibility (pre-read) Stout (pre-read)	
8) Seminar: Mar 8-11	Topic TBD Dedicated teamwork time		

### Module 3 – OB/HR: Managing Others

Date	Topic	Readings	Assessment or Assignment
1) Lecture: Mar 14	Leadership Management vs. Leadership; Theories of Leadership; Authentic Leadership MODULE 2 EXAM	<ol style="list-style-type: none"> <li>1. Kotter. What leaders really do. HBR</li> <li>2. Contingency theories of leadership</li> </ol>	<b>MODULE 2 EXAM</b>
2) Seminar: Mar 15-18	Leadership and Motivation	<ol style="list-style-type: none"> <li>1. Authenticity paradox Ibarra HBR</li> </ol>	<ol style="list-style-type: none"> <li>2. Leadership dilemma case</li> <li>3. Personality characteristics</li> </ol>
3) Lecture: Mar 21	Motivation and Rewards	<ol style="list-style-type: none"> <li>1. On the folly of rewarding A, while hoping for B</li> </ol>	What motivates you self-assessment  <b>GROUP PROJECTS DUE</b>
4) Seminar: Mar 22-25	Rewards and Decision Making Exercise	Should pay be public	<ol style="list-style-type: none"> <li>1. Individual portion of desert survival exercise</li> </ol>
5) Lecture: Mar 28	Biases and Decision Making	Find decision making readings	
6) Seminar: Mar 29-Apr 1	Negotiations Exercise		<ol style="list-style-type: none"> <li>1. Prepare for exercise</li> </ol>
7) Lecture: Apr 4	Negotiations	Find negotiations readings	
8) Seminar Apr 5-8	Wrap up		

Apr 14: 9am	<b>MODULE 3 EXAM</b>
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## Individual Participation

Once you start your career in the business world, you will most likely find yourself attending a lot of meetings and being part of teams in which you will be expected to show up and actively participate. So, in-class attendance and participation are expected in this course as well, and participation will count for 20% of your grade (6% in Module 1, 6% in Module 2, and 8% in Module 3). Each module's instructor team will provide additional details about what exercises will be graded for participation.

## Module Exams

There will be three closed-book, 40-minute, multiple-choice exams. The exams cover materials from their respective modules only; the exam questions are not cumulative (ie. Module 3's exam will cover only Module 3, not Module 1 or 2 content). The exams will cover material from the class and readings. Barring any unforeseen changes, the exams will be held in-person, classrooms TBD.

## Group Project

### Assignment Overview

Your group's task will be to analyze and provide consultation on a case based on a real organizational challenge. The organizational client is Haagen Dazs, and your consulting group has been assigned to the challenge of "Re-imagining the ice cream experience: Unlocking new moments and new ways to experience Haagen Dazs". Within this broad challenge, Haagen Dazs has identified three business opportunities for you to choose from. Your task will be to select one, utilize the key facts provided, analyze the situation by applying principles, tools or frameworks from the topics covered within Modules 1 and 2, and adhere to the submission requirements. More specifically, your analysis should include:

- an overview of the business opportunity and relevant research your group has conducted;
- recommendations for what the organization should do;
- discussion for how you leveraged course materials in these recommendations.

Please note that that the group assignment is deliberately somewhat open-ended to both model the ambiguous nature of most assignments in actual organizational settings and to create an opportunity for you to demonstrate your creativity.

### Deliverables

Each group will submit two deliverables:

- 1) a 5-slide powerpoint presentation;
- 2) a recorded 2-minute pitch summarizing the core idea in your presentation.

## Grading

Each group's grade will be assessed from three perspectives:

Perspective	Components	Weight
Academic	Use of Course Content: Does this presentation effectively and accurately leverage course content?	30%
	Presentation Quality: Is the information presented effectively, i.e., in such a way that captures the viewers' attention and makes them care about what you're saying?	20%
Industry	Haagen Dazs will provide a grade for each group's slide deck	25%
Peer	Did this individual play an active and constructive role in this project?	25%

## Group Formation

Groups of 3-4 students will be formed by random assignment. The rationale for this approach is that random assignment ensures that teams are diverse in terms of skills and abilities. Ample research suggests diversity is a key ingredient for high functioning teams, and an ability to work well in diverse teams is a core skill of the Alberta BComm program.

Hopefully you will benefit tremendously from working as part of a diverse team for the group project. **Should you experience any difficulties along the way, please contact the course coordinator as soon as possible** so that we can work together to resolve any issues before they become too problematic.

## Grading and Disciplinary Policies

**Assignments:** Assignments will be submitted via eClass. The group assignment (video) is to be submitted **by just one group member**.

**Late Assignments:** As within the business world, deadlines are established to enable all parties to plan ahead and keep work moving at a suitable pace, and you are expected to deliver your work within the defined deadlines. We typically deduct 10% for assignments submitted within 48 hours of the due date and 20% for those submitted within one week of the due date. We will not accept assignments beyond one week of the due date unless official documentation is provided to support a claim of extenuating circumstances. Due to the "client-based" nature of the group project, late submissions will receive a zero for the industry assessment.

**Exam Day Attendance:** If for some reason you are unable to attend an exam day, please let us know well in advance and we will do our best to make reasonable accommodations.

**Converting to Final Letter Grades:** Marks on the assessment components are accumulated over the term, ending with a final mark out of 100. At the very end of the course, numeric marks are converted to alpha grades. Grades are determined by your absolute performance on the assignments as well as your relative performance to the other students. Historically, the average grades in SMO 310 tend to be in the B range (e.g., GPA in the 2.8 to 3.2 range).

**Online Teaching Expectations:** The SEM 310 instructor team is committed to maintaining a positive learning environment despite the challenges of online course delivery. The ASOB has

developed an online code of conduct and expectations document, which will be posted in eClass. Generally speaking, these guidelines will form the foundation of our expectations in this course, so please familiarize yourself with them. Specific details about online procedures such as how instructors will take questions, organize group discussions, etc. will be set at the beginning of each module by the module-specific instructor team.

**University Policy on Recording:** Recordings shall be at the discretion of the instructor. Any use beyond personal study must have the explicit approval of the instructor. Instructors shall grant permission to record to assist students with disabilities. (See Guidance on Recording Lectures Enhancing Individual Study & SSDS) Lectures, demonstrations etc. are the intellectual property of the instructor. Any recording of these events is to be used for private study (fair dealing). Copyright for classroom recordings remains with the lecturer and that only the lecturer may record lectures unless express permission is given to others

**University Policy on Class Disruption:** The University of Alberta Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) specifies in Section 30.3.4 Inappropriate Behaviour towards Members of the University Community, subsection 30.3.4(1) Disruption, paragraph 30.3.4(1)a that "No student shall disrupt a class in such a way that interferes with the normal process of the session or the learning of other students." Under Section 30.4.3 Levels of Sanction, subsection 30.4.3(1) Minor Sanctions, paragraph 30.4.3(1)a "Instructors have the authority to dismiss a student from class for no more than 3 hours of class time for disturbing, disrupting, or otherwise interfering with a class."

**Academic Dishonesty:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

In cases where you are directly using someone's own words, you must quote them exactly and cite the source of material. In cases where you have benefited generally from reading something or talking to someone, this should be acknowledged through a footnote or citation in the text. You should also provide a full reference for these citations, either in the form of a footnote or at the very end of your document, as is done below.

Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar

## References & Acknowledgements

The design and syllabus for this course was developed collaboratively by the Alberta School of Business Strategy, Entrepreneurship and Management (SEM) Department, notably by Professors Ian Gellatly, Angelique Slade Shantz, and Joel Gehman. Many current and former members of the SMO Department gave valuable inputs on the content and design of the course and generously offer their course materials for use in the course, including Tony Briggs, David Deephouse, Vern Glaser, Matthew Grimes, Tim Hannigan, Jennifer Jennings, Mike Lounsbury, Jean-François Soubliere, Chris Steele, and Marvin Washington.