**MGTSD01H3**

**Senior Seminar in Strategic Management**

**Winter Semester 2017**

**Instructor Contact Information:**

**Name: Prof. Sandford Borins**

**Email: borins@utsc.utoronto.ca**

**Telephone: 416-287-7362**

**Class day/time: Tuesdays 3 – 5 p.m.**

**Class location: IC 302**

**Office: IC 276**

**Office hours: Tuesdays: noon to 12:30 p.m. and 2:30- 3 p.m.**

**Course website: course materials on UTSC portal**

**instructor website:** [**www.sandfordborins.com**](http://www.sandfordborins.com)

**Course Description:**

This course is a senior seminar in strategic management for those in the specialist program in strategic management. The course provides an overview of strategic management from both academic and practitioner perspectives, as well as opportunities for you to enhance your strategic management skills through presentations in class and an analytical assignment.

An analytical perspective is provided in Mintzberg, Ahlstrand, and Lampel’s book *Strategy Safari. Strategy Safari* is a survey of the field of strategy management, organized as a presentation, analysis, and critique of 10 different schools within strategic management research. Some schools are prescriptive (design, planning, positioning) while others are descriptive (entrepreneurial, learning, power, culture, and configuration).

A practitioner perspective is provided in readings from Kiechel, *The Lords of Strategy.* Kiechel, a former editor of the *Harvard Business Review*, identifies the key players (“lords”) in contemporary strategic management thinking, many of whom are consultants, and discusses what is involved in working for the three major strategic management consulting firms: McKinsey, Boston Consulting Group, and Bain and Associates.

The course will be run as a seminar, involving weekly presentations and comments and responses by the other participants. I will do the first presentation on strategic management in the public sector, which is my area of expertise. Students, organized in groups of two or three, will do the other presentations.

Instead of a final exam, students, individually or in groups of two or three, will write a 20 page term paper about the strategic management of an organization, either business or non-profit, due in the last class.

Students will have an opportunity to establish their presentation groups in the first class.

**Prerequisite(s):**

Completion of at least 11 full credits with one full credit (2 courses) from MGSC01H3, MGSC03H3, or MGSC05H3.

**Textbook/Required Course Materials:**

Required: Mintzberg, Ahlstrand, and Lampel, *Strategy Safari: A Guided Tour Through the Wilds of Strategic Management* (1st paperback edition, Free Press, 1998). There is a second edition, published by Pearson in the UK in 2009, but for copyright reasons it is not available in Canada. The first edition is available at the UTSC bookstore and from online booksellers (e.g. [www.amazon.ca](http://www.amazon.ca)).

Recommended: Walter Kiechel III, *The Lords of Strategy: The Secret Intellectual History of the New Corporate World* (Harvard Business Press, 2010). Available from Amazon either new or used and as an e-book.

**Lecture Notes and Other Announcements**:

Will be posted on the UTSC portal.

**Evaluation and Grading:**

|  |  |  |
| --- | --- | --- |
| **Component** | **Weight/Value** | **Due Date** |
| In-class presentation | 25 % | Throughout term |
| Participation | 35 % | Throughout term |
| Term Paper | 40 % | March 28 |
| Total | 100 % |  |

**Course Topics and Readings**

**Note:** Table 12.1 (pp. 354-9) in Mintzberg compares all the different schools on many different dimensions. You may find it helpful to consult it when reading about a particular school.

**Jan. 3**

Introduction to course, expectations of students, introductions of students and time for students to meet and form groups

Reading: SS, chapter 1

**Jan. 10**

Prof. Borins: strategic planning in the Department of Management, UTSC

Reading: SS, chapter 8 (pp. 234-47, 260-1)

Steven Kelman, “Public Management Needs Help!” *Academy of Management Journal* Vol. 48, No. 6 (Dec. 2005), pp. 967-9 (posted on the portal)

**Jan. 17**

Prof. Borins, The Power School: strategic planning in the public sector

Student presentation and discussion: the design school

Reading: SS, chapter 2

**Jan. 24 (very heavy reading this week, start reading the week before)**

Student presentation and discussion: the planning and “big data” school

Reading: SS, chapter 3 (pp. 47-58, 63-79)

Viktor Mayer-Schonberger and Kenneth Cukier, Big Data, chapter 7 (on portal)

Student presentation and discussion: the positioning school

Reading: SS, chapter 4 (pp. 81-85, 93-106,112-122)

Kiechel, pp. 60-71, 121-137 (on portal)

**Jan. 31**

Student and practitioner presentations about management consulting

Reading: David Leonhardt, “Consultant Nation,” *The New York Times,* Dec. 11, 2011, link to URL on portal

Kiechel, pp. 273-280 (on portal)

**Feb. 7**

Student presentation about the entrepreneurship school

SS, chapter 5 (pp. 124-147)

Student presentation about the learning school

SS, chapter 7 (pp. 175-185, 189-195, 201-209, 223-231)

**Feb. 14**

Student presentations about papers (topics, research methods, hypotheses)

**Feb. 21**

Reading Week: No classes

**Feb. 28**

Student presentation about the culture school

SS, chapter 9 (pp. 263-272, 280-83)

Student presentation about the configuration school

SS, chapter 11 (pp. 301-312, 317-18, 344-347)

**March 7**

Summary of the different schools

The future of strategic management

SS, chapter 12 (pp. 363-83 required, pp. 383-96 optional)

**March 14**

Student presentations of draft of paper

**March 21**

Student presentations of draft of paper

**March 28**

Term papers due in class; celebration of end of course (and undergraduate education)

**Student Presentations and Participation**

After forming student groups at the start of the course, we will match students and topics as soon as possible. In general, student presentations should cover the material in the corresponding reading(s) and apply the insights of the school discussed to a context with which you are familiar. The latter would involve case material, which could be something with which you are personally familiar or an organization you have researched. For example, a group gave an excellent presentation on the Mirvish businesses (Honest Ed’s, mirvish.com). I will make available to each group the slides for their chapter from Mintzberg’s instructor’s manual, to serve as the starting-point for your presentation.

The participation grade will include your participation when other people present. Your responsibility is to read the material so as to be able to discuss it with the presenters.

**Term Paper**

The term paper should cover the strategic evolution – past, present, and projected into the future – of an organization. The organization may be in the private, public, or voluntary sectors. I must give my approval for the organization you study. If you study an organization that reports publicly (e.g., companies that are publicly traded, or organizations that produce annual reports) your research will be based primarily on documents that are publicly available. If you study an organization that does not report publicly – generally a smaller organization – your research will involve interviews with senior management of the organization. Your paper should apply Mintzberg’s different schools to your organization as appropriate. You will be expected to do a short initial presentation on Feb. 9, to receive feedback from me and from fellow students, and a longer presentation summarizing your first draft on March 15 or 22. Feedback you receive for the second presentation should be incorporated into your final report.

Reports are to be a minimum of 20 pages (double-spaced, 12 point in a standard font such as Times New Roman or Helvetica, standard margins) in length. Appendices are considered additional to the 20 pages. Reports are due at the final class of the semester on March 29.

**Policy on Missed Assignments/Examinations:**

The university has created a new standardized form for students who are requesting special academic consideration based on illness or injury. The form focuses upon the degree of incapacitation that the illness or injury has upon the student’s academic functioning and the timeline of that incapacitation, rather than on diagnosis and /or details of the problem. All students must now have a health professional complete this new form:

<http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Injury-form-Jan-22-2013.pdf.aspx>

**Academic Support**

The Department of Management, in collaboration with the UTSC library, will be providing academic research support in the IC Building. To refine your research skills or to learn more about various scholarly resources, please contact the Librarian for Management and Economics students.

Lola Rudin, Subject Librarian, Management and Economics

Room IC375

Please email for a one-on-one research appointment.

Email: lrudin@utsc.utoronto.ca

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The English Language Development Centre (ELDC) helps students develop the critical thinking, vocabulary and academic communication skills essential for achieving academic and professional success. Personalized support includes: RWE (for academic writing); Communication Cafés (oral); Discussion Skill-Building Cafés; Vocabulary Cafés; seminars/workshops; personal ELD consultations; drop-in sessions. <http://ctl.utsc.utoronto.ca/eld/>

The Writing Centre (TWC) offers invaluable services to students (learn to become a better writer!) and offers many different kinds of help: drop-in sessions, individual consultations, workshops, clinics, and online writing handouts. <http://ctl.utsc.utoronto.ca/twc/>

**Academic Misconduct**

Students should note that copying, plagiarizing, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be subject to academic discipline ranging from a mark of zero on the assignment, test or examination to dismissal from the university as outlined in the academic handbook. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.