



Rotman Commerce
UNIVERSITY OF TORONTO



Course Outline

MGT 397 5Y0

Institutions and Organizations in the European Context (formerly Strategy in the European Context, MGT 397Y)

Summer Abroad 2022

Course Meets: M-W 9am-12pm, Virtual on Zoom; Additional Course Meeting Practicums: Thursday-Friday: Virtual Field Trips and Cultural Exchanges

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Office Hours: By Appointment

Course Scope and Mission

This course will introduce and apply international management theories, concepts and frameworks to investigate how organizations leverage their position to succeed in Europe and beyond. Using the “institutional view of the firm”, this course will look at both European success stories and global players competing in Europe, introducing students to the structure and regulatory frameworks governing European Union (EU) organizations, the perspective of the European manager and public policy-setter, and the cultures of the diverse EU consumer. Situated in Central Europe, this course will explore these topics experientially through the lens of proximate society. The course is founded on managerial studies, but will draw upon a holistic set of functions and traditions, drawing on multi-disciplinary insights to introduce students to those region-specific competencies and limitations that affect competition. Students can expect immersion into local Czech life, from the insights of host-city Brno businesspeople and academics, to the stunning surroundings of the province of Moravia (eastern Czech Republic) and the beautiful and historic urban architecture. Field trips across Central European destinations will solidify learnings about EU strategy, highlight local, regional, and bi-lateral champions, and showcase cultural/natural wonders that make this part of the world unique.

Course Prerequisites

RSM100Y or relevant academic preparation. This is Social Science course (BR=none).

Course Exclusion

None.

Required Readings

Text: Suder & Lindeque, Doing Business in Europe, 3rd Edition, Sage Publications, 2014, ISBN: 978-1-5264-2073-2

This text includes several cases that we will utilize as per the schedule below.

Companion Site: <https://www.vitalsource.com/referral?term=9781526455529>

Case Package: A supplementary package of business cases is needed for the case analysis portion of the course and cases can be obtained on-line. Cases must be ordered directly from the primary supplier of business cases, Ivey Business School. A single case is available free from Stanford GSB (See link in schedule). Ordering instructions for Ivey are found in the appendix to this course outline. Ivey cases should be order directly from Ivey to receive the best price.

Other Materials

Each class, 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. 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.

Guest lecturers from our partner school, Masaryk University, and other universities and institutions from Central Europe and the broader EU will present various topics during the course of the semester. These speakers may provide additional materials on or before the dates (subject to adjustment) of their attendance indicated in the course schedule below.

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>Work</u>		<u>Due Date</u>
Class Participation/Attendance	25%	Ongoing
Case Assignment Write-Up (x1)	15%	Any case, due the day we do it in class
EU Country Assessment	25%	Due Thursday following field trip
Reflection Draft & Report	20%	Due
Take-home Assessment (Case + Short Q)	15%	Released June 14 th , 2022; Due June 24 th /22

The course ends on June 15th, 202 at 5pm. *Do not book any personal travel before June 26th, 2020.*

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
- Add clarity to course PowerPoint slides (required reading) in the context of the case
- Challenge colleagues in a professional and logical manner
- Drawn similarities to previous learnings
- Demonstrates their relation to the current case scenario being discussed

Grade review: The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like me to re-evaluate your grade in any component of the course, you should follow this procedure:

- (a) Write a memo explaining why you need me to re-evaluate your grade. The memo should contain substantive arguments only, and not humanitarian (e.g., “I *really* need an A,” “I worked so hard”), or social justice (e.g. “he got an A for saying the same thing”) appeals. If you do feel that a social justice appeal is justified, you should get the cooperation of the person who you are comparing with, and have them also submit their paper. You may submit this memo to the commerce office.
- (b) You will normally get a response from me within a week.
- (c) The entire exam or paper will be re evaluated, and you should be aware that any grade changes are possible (i.e. decrease, increase or none). The only exception to the “entire paper gets re evaluated” policy is a case where there is a mathematical error in determining a grade.

The instructor is responsible for your grade in MGT 397 but not responsible for any administrative decisions that may make use of your grade in MGT 397. If you believe that your grade requires review, please follow the procedure above.

Final Take-Home Examination

The final exam will consist of 2-4 short answer/mini-scenario questions and one 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 final exam is open book. The final take-home assessment will be released June 14th, 2022 and the assessment will be done outside of class time, being due *via Quercus submission* on June 24th, 2022 by 11:59pm.

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>Percent age of Grade</i>	<i>Description</i>
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Final Take-Home Assessment

15%

This take-home assessment will be equivalent to a 3-hours length examination and will contain two parts, as shown below. Aides allowed: open-book

1. An open-book, take-home (subject to allowed aides above), medium-length comprehensive case testing all course material *and* application of summary lessons captured at the end of each session (worth 70%)
2. Several (2-4) short answer / mini-scenario questions testing material from the text / PPT readings (worth 30%)

The take-home assessment submission will be in the form of an individually-prepared case analysis of a case, which will be selected by students from among those done in class. Several examples of case reports will be shown in class and made available on Quercus, as the class completes cases during term. The case write-up should be approximately twelve pages (double-spaced, 12-point Arial font) in length, excluding exhibits. The student should write the case assignment from the perspective of the main character in the case whose business issue requires a solution or the perspective of a consultant advising on the next steps for the company. The case-writing tools presented in class, in the text, and delivered on Quercus as supplementary readings should be used to “crack the case”. The case assignment should include the following:

- Identify the main character in the case and their strategic business issue(s) or how to compete internationally
- 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 to successfully grow in a new market(s)”?
- Major institutional and resource-based opportunities & constraints in the home and new country markets as they affect strategic competitiveness
- Evaluation of market-specifics in at least one country identified in the case
- Using the text, course tools, and supplementary tools and information, conduct an analysis of the firm, its current and future geographic scope, competitors, market, products, finances, people, operations, innovativeness, culture, and other business areas, to determine the root causes of the case issue(s) and/or identify potential globalizing factors and their firm impacts
- Sufficiently analyze and answer all case questions posed (for textbook cases) in an integrative and professional report-style
- Go beyond the case facts in theorizing what the industry might look like once the geographic “footprint” has expanded, where the internationalization will/may occur, what the firm will be like in 2030 and 2050, and what the organization can do to stay relevant in diverse markets, grow through new global initiative and customers; ask what this company is doing/can do to become sustainable, how create uncontested market space, develop wealth for stakeholders, and enhance profitability/other objective measurements, and how such strategic goals are homogeneous or not across the firm’s global operations

Participation	20%	Preparation for class case discussion, as demonstrated by; <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 Quercus / PowerPoint / Excel spreadsheets to present analyses and findings • Half of your participation grade (10%) will provide the basis for your Arts & Science minimum 10% grading requirement by the drop deadline.
Case Analysis Write-Up	15%	Prepare any of the cases on the schedule. Your assignment is simple: Prepare the Case. Use tools and methodologies learned in (or outside) class, as appropriate. Hand the case by the last day of class. You may do cases retroactively applying the knowledge you have gained during the discussions. You may choose to do additional research on the company(ies) in the case, at your discretion, but this is not necessary.
EU Country Assessment	25%	A detailed assessment of a country of your choice from the prospective of international business opportunities. The assessment should include assessment of the institutional and factor-based rationale that support your overall perspective on the viability of conducting business in the selected country. Additional details will be posted on the Assignment within Quercus. Maximum twelve (12) pages, double-spaced, exclusive of exhibits. The tools provided on Quercus should be incorporated into the assessment. More information and examples will be provided on Quercus.
Reflection Report	25%	Individually prepared Reflection Report prepared based on the individuals observations, Q&A, interactions, analyses, supplementary research and other relevant information garnered about Central Europe, its place in EU and the world, based on informed student opinion. The Report should describe the purpose of the activity/trip/event, relate observations and analyses back to course content and learnings, and provide any advice that you would provide to the institution, organization and its stakeholders. The Reports should also make reference to the historical developments that characterize the region and make it unique in terms of its culture and the way it competes in the market. The Report will be handed-in by five days following the final class field trip. The write-up should be no more than seven pages (double-spaced, 12-point Arial font) in length, with a maximum of three exhibits. The student should write the Reports from their own perspective and may wish to play the role of a consultant engaged externally (or internally) by the organization facing market challenges whose business issue(s) requires a solution. The reports should be reflexive and illustrate the student’s contemplation of the issues and opportunities facing the region based on personal insight. The Report should explore how to overcome and capitalize on the EU market as well.

COURSE FORMAT AND EXPECTATIONS

Course Objectives

This is a 50:50, lecture:case-based course that will draw upon real-world learnings highlighted in the text and PowerPoint slides each day, shared insights from students, instructor-led facilitation, knowledge transferred from several local guest lecturer-experts, supplemented with weekly field trips to local European organizations, weekend destination field trips to experience the local business environment, natural wonder and culture of Czech Republic and surrounding areas, and active individual/group participation each week to achieve the following measurable learning objectives:

1. Demonstrate understanding of strategic management and European business environment concepts, as articulated in the weekly slides, text, through a final exam, two quizzes, and group & individual assignments that mimic those activities performed daily by real-world professionals
2. Provide valuable insights to business case discussions in class, on a regular basis, through active class participation and attendance at each class session
3. Exhibit an ability to plan and execute a long-term, group assignment, including development of a proposal, analyses, spreadsheet modeling, report, and group presentation
4. Highlight personal analytical, deduction, presentation and writing skills through a single, individual case interview guide assignment selected by the student from among those in the course timetable below

Each in-class session will run from 9:00am-12:00pm, Monday to Wednesday. One day (minimum) of the following Thursday/Friday will have a virtual field trip and/or cultural event tied to the countries of Central Europe. This will be approximately 2 hours long. All additional events such as these are counted as equivalent to class time due to field trip and reflection report observation and analysis. Therefore, engagement on all aspects of the virtual field trips, cultural events and virtual visits is required to complete the minimum required hours for this “Y” course.

Grades will be a function of student’s success on the activities noted above (and described below in more detail) to ensure a fair and objective assessment of performance.

It is expected that successful participants will have also achieved the following learning milestones by completion of this course:

- Applied cross-functional skills to make real-world-type decisions as they set and plan for the execution of engagements for several well-known organizations highlighted in the cases and field trips
- Understood the unique challenges and opportunities for organizations competing in the European market
- Learned a number of new analytical techniques utilized by professionals in the practice of strategy consulting and business advisory services
- Analyzed and evaluated various aspects of several case organizations, their competition, their business issues, their context, and related tactical options
- Honed an appreciation for the unique aspects of the Central European business context and the rich history of Czech Republic and adjacent countries
- Developed client issue responses, decide among alternatives, and created implementation plans to ensure project success, client satisfaction, and firm profitability
- Created innovative “visions for the future” of each industry space in which case organizations play, including how the marketplace might evolve, what products/services will be like, what the consultant can do to assist to prepare for that future, and what can they do to “shape their destiny”, drive thoughtware development, and gain market eminence

- Presented the results of their analyses and decision-making to their peers in a executive-style client summary
- Understand the use of these techniques in real-life settings, as demonstrated by consulting guest speaker(s)
- Enhanced communication skills by clearly and concisely sharing of complex information with their peers

Achieving the additional learning milestones will be evaluated as part of the participation grade and the overall quality of case analyses and recommendations made during class cases, field trips, final exam, and the assignments.

Use of Plagiarism Software

Normally students will be required to submit their course essays through Quercus with integrated plagiarism functionality for a review of textual similarity and detection of possible use of others' work. In doing so, students should expect to allow their essays to be included as source documents in plagiarism reference database endorsed by the university and integrated into Quercus, where they will be used solely for the purpose of detecting wording matches. The terms that apply to the university's use of plagiarism services are available on Quercus.

For Written Assignments:

Please note that spelling and grammar will be considered in the evaluation of all assignments. That is, you may lose points for spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

For Group Work:

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 and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

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 differences:

Conflicts can – and do – occur. Conflicts are part of the team's process of learning how to work together effectively and can actually generate exciting debate and creative solutions – if managed appropriately.

Student teams are collectively expected to resolve disputes or misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to reach a mutually agreeable solution, the entire 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.

** The Rotman Commerce Team Coach, Nouman Asaraf, may be reached at nouman.asaraf@rotman.utoronto.ca for consultation. Nouman is an expert in team dynamics and facilitation. Note that Nikoleta's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Virtual Tours: Tours will include sites, organizations, and/or institutions from cities and regions within Central Europe (TBD).

Cities:

- Brno, CZ
- Prague, CZ
- Krakow, PL
- Budapest, HU
- Bratislava, SK
- Vienna, AU
- Lednice Castle, CZ
- Bohemian Paradise, CZ
- Auschwitz, PL
- Eastern Moravian region (CZ)

Organizations/Institutions:

- UN
- OPEC
- Bata
- Red Hat
- StaroBrno
- Graphisoft
- Skoda
- A Budapest-based think tank
- Etc.

Daily Class Schedule

Session	Date	Topic / Tour	Chapter, Case and Tour Objectives
1	May 16, 2022	<ul style="list-style-type: none"> • Classes at main campus of MUNI • Course Overview • The New European Business Environment • How to Conduct a Successful Case Analysis • Student Introductions & Expectations • Spotlight: Our Host, Czech Republic 	<ul style="list-style-type: none"> • Text: 1 • Case: Prague Venture Group, Thunderbird Graduate School of Business, A05000012
2	May 17, 2022	<ul style="list-style-type: none"> • Competing Across Nations • European Business Models and Global Alignment • History of the European Business • Spotlight: Eastern Europe 	<ul style="list-style-type: none"> • Text: Ch. 2 • Case: Procter & Gamble in Eastern Europe (A) & (B), Ivey, 9A97H001 & 9A97H002
3	May 18, 2022	<ul style="list-style-type: none"> • Partnering Across Europe • Enlargement of Europe • Business Opportunities from Integration Across Nations • The STEEP-V+C Model • Spotlight: France • Travel to Brno 	<ul style="list-style-type: none"> • Text: Ch. 3 • Case: Airbus: A Catalyst of European Integration (text) • Visit historic town of Trebic on way to Brno
	May 19 or 20, 2022	<ul style="list-style-type: none"> • Virtual Field Trip Tour • Cultural Exchange 	<ul style="list-style-type: none"> • Understand the role of multilateral organizations in economic development • Highlight cultural differences as they influence strategy, in Central Europe and in broader trading markets
3	May 23, 2022	<ul style="list-style-type: none"> • Partnering Across Europe • Enlargement of Europe • Business Opportunities from Integration Across Nations • The STEEP-V+C Model • Spotlight: France • Travel to Brno 	<ul style="list-style-type: none"> • Text: Ch. 3 • Case: Airbus: A Catalyst of European Integration (text) • Visit historic town of Trebic on way to Brno
4	May 24, 2022	<ul style="list-style-type: none"> • The Institutions of the EU: Rules, Laws & Agenda • A Single European Market • Political Economy of EU • Guest Lecturer, Libor Zedica (Associate Professor, Economics, Masaryk University): The Czech Transformational Experience • Spotlight: Our Host, Czech Republic (Part 2) 	<ul style="list-style-type: none"> • Text: Ch. 4 • Case: Economic Reform in the Czech Republic: Velvet Revolution or Velvet Blanket?, HBS, 700100 • Case #2 (Informational): Central Europe After the Crash-Between Europe and the Euro, HBS, 710047
5	May 25, 2022	<ul style="list-style-type: none"> • Good to Great Discussion • Managing Growth Options from a Small Country Home Base 	<ul style="list-style-type: none"> • Text: Ch. 5 • Case: The Europeanization of Merimekko: International Growth and Single Market

		<ul style="list-style-type: none"> • Great European Organizations • Spotlight: Finland • After Class Local Trip Lednice / Valtice 	Effects (text, page 399)
	May 26-27, 2022	<ul style="list-style-type: none"> • Virtual Field Trip Tour • Cultural Exchange 	<ul style="list-style-type: none"> • Understand the role of historical events, natural resource endowments, and multilateral organizations in economic development • Highlight cultural differences as they influence strategy, in Central Europe and in broader trading markets
6	May 30, 2022	<ul style="list-style-type: none"> • European Business Culture & Impact on Management • Cross-Cultural Comparisons • Guest Lecturer: Don Sparling, a Canadian living in CZ since late 1960's • Spotlight: Germany 	<ul style="list-style-type: none"> • Text: Ch. 6 • Case: Haier: A Global Chinese Corporation Feels at Home in Germany, (to be uploaded to Quercus)
7	May 31, 2022	<ul style="list-style-type: none"> • Economics, Funding & Finance in the EU Context • Structuring to Meet Client Needs • Spotlight: Belgium 	<ul style="list-style-type: none"> • Text: Ch. 7 • Case: Altran: Launching a Corporate Representation Office in Brussels (to be uploaded to Quercus)
8	Jun 1, 2022	<ul style="list-style-type: none"> • Leveraging European Brands • Import & Export • What's The Ultimate Question for Organizations? • Nations vs. Supranational Bodies: Tensions • Spotlight: Hungary • After Class Local Trip Tugenhat Villa, UNESCO World Heritage Site) 	<ul style="list-style-type: none"> • Text: Ch. 8 • Case: Case #1 (Analytical): Strategizing at Monarchia Matt International (MMI), Ivey, 8B07M14 • Case #2 (Informational): Hungary's Reform Process, Ivey, 9B06M081
	Jun 2-3, 2022	<ul style="list-style-type: none"> • Virtual Field Trip Tour • Cultural Exchange 	<ul style="list-style-type: none"> • Observe a strong country culture steering its own path within the EU and Visegrad 4 • Draw implications for competitiveness • Understand implications for broader CE countries • Undertake walking tour of city for perspective & exercise, to highlight personal needs in balance with business/career objectives as are important in European lifestyles
9	Jun 6, 2022	<ul style="list-style-type: none"> • EU Consumer Policies & Regulatory Framework • Agglomeration and Collaborative Networks • Social Responsibility • Capitalism at the Crossroads Discussion 	<ul style="list-style-type: none"> • Text: N/A • Case: The Dutch Flower Cluster (HBS, 711507)

		<ul style="list-style-type: none"> Spotlight: The Netherlands Brno Afternoon Site Visit: Red Hat IT Services, European Headquarters tour, Brno 	
10	Jun 7, 2022	<ul style="list-style-type: none"> Organization and People Optimization Across an Integrated Region Partnering across the EU Risk Mitigation Spotlight “Redux”: Eastern Europe Guest Lecture: Chinese Business Connections to Central Europe, Ricky Turcsanyi, Mendolovy U. Spotlight: “Redux”: Eastern Europe Mikulov: Winery Visit 	<ul style="list-style-type: none"> Text: N/A Case: Lego Group, Ivey, 9B10M094
11	Jun 8, 2022	<ul style="list-style-type: none"> Project Implementation Impact of Taxation on Decision-Making Professions in the EU Lobbying In the EU Guest Lecturer: The Story of Bata, Georgina Steinsky, Munk School of Global Affairs, U of T Spotlight: Slovakia Farewell Boat Tour, in Brno 	<ul style="list-style-type: none"> Text: Ch. 9 Case #1 (Analytical): PharmaPlus in Hungary, Ivey, 9A98G002 Case #2 (Informational): Rovna Dan-Flat Tax in Slovakia, HBS, 707043
	Jun 3-5, 2022	<ul style="list-style-type: none"> Virtual Field Trip Tour Cultural event(s) 	<ul style="list-style-type: none"> Observe a strong international brand design & manufacturing Draw implications for competitiveness Understand implications of manufacturing for multiple markets Undertake formal period of exercise to highlight personal needs in balance with business/career objectives as important in European lifestyles
11	Jun 13, 2022	<ul style="list-style-type: none"> Project Implementation Impact of Taxation on Decision-Making Professions in the EU Lobbying In the EU Guest Lecturer: The Story of Bata, Georgina Steinsky, Munk School of Global Affairs, U of T Spotlight: Slovakia Farewell Boat Tour, in Brno 	<ul style="list-style-type: none"> Text: Ch. 9 Case #1 (Analytical): PharmaPlus in Hungary, Ivey, 9A98G002 Case #2 (Informational): Rovna Dan-Flat Tax in Slovakia, HBS, 707043
12	Jun 14, 2022	<ul style="list-style-type: none"> EU Competition Policy Implications What’s the Next Big Thing? Institutions in Flux Global Governance: Good vs. Bad 	<ul style="list-style-type: none"> Text: Ch. 10 Case #1: Bohemian Crowns: Ceskoslovenska Obchodni Banka (A), HBS, 705007

		<ul style="list-style-type: none"> Spotlight “Redux”: Czech Republic 	
13	Jun 15, 2022	<ul style="list-style-type: none"> The Future of Europe Strategic Foresight & Europe 2030 	<ul style="list-style-type: none"> Text: N/A Case #2: Tesla (text, page 432)
	In Town Activities – Jun 7 or 8, 2022	<ul style="list-style-type: none"> Brno Afternoon Virtual Visit: Starobrno brewery tour, Brno Mikulov: Virtual Winery Visit & Tasting Farwell event hosted my Masaryk Uni. 	<ul style="list-style-type: none"> Tour a local CPG brand now owned by a large MNE Final group dinner courtesy of Masaryk University Understand the choice of regional industry centres of excellence Comprehend the activities related to an entrepreneurial venture Meet local businesspersons
	Jun 10-12, 2022	<ul style="list-style-type: none"> Virtual Field Trip Tour Cultural event(s) 	<ul style="list-style-type: none"> Tour a local CPG brand now owned by a large MNE Final group dinner courtesy of Masaryk University Understand the choice of regional industry centres of excellence Comprehend the activities related to an entrepreneurial venture Meet local businesspersons

POLICY AND PROCEDURE

Missed Assignments/Quizzes

Students who miss a quiz 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. Students should be aware that the mark-value of a missed quiz will be added to the mark-value of their final exam for purposes of determining the final course grade.

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).

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.

If a student is excusably absent from the final exam, a make-up test will be completed at a date and time set by the Faculty of Arts and Sciences.

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
- 5-10 minute break and time to write on-going formal feedback about the class
- Commence Case Discussion & Summary Learning Point List Creation
- Class Ends and Office Hours Commence for 1 hour

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 Involvement: For 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.

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 seeking your feedback on the course to-date with a view to implementing suggestions for improvement for the second part of term.

Submission of Assignments - Late submissions of any assignment may be considered; however, a resolution may be determined at the instructor's discretion and may include an academic penalty.

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.

Given that there are multiple sections, please understand that with limited seats in the assigned classroom, those students registered in the section always maintain first right to a seat and priority in classroom space. You are allowed to move between sections provided that you are not taking a seat of a peer already registered in the section. Also, slight variations may be expected between the lecture and/or case discussions, depending on the nature of participation, class discussion, and/or lecturer choice.

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: disability.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.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to the UofT Portal login at <http://q.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 www.portalinfo.utoronto.ca/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, Quercus 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.

Your Lecturer

Jan Klakurka is a tenured Associate Professor (tenure-stream) and past Chair (2014-2021) of the Management and Organizational Studies Department at Huron University College, Western University and long-standing Instructor within the strategy department at the Rotman School of Management, University of Toronto. Jan 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 eight more in academia where he consults to this day. Prior to the Academy, Jan was Director, Corporate Planning & Business Development, reporting to the CEO while 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, consulting, 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: 2012-2021), Huron (2014-2021), and Laurier (2013-2015). Jan's other core teaching courses are *International Strategy* (formerly *International Business*) (2012-2021, including MBA in 2014) and *Management Consulting* at Rotman School of Management (2011-2021) where he introduced his proprietary Real-Life Consulting Project[®] that has now delivered over 135 actual consulting projects for RC students with billion-dollar companies, SME's, charities, and even Monitor Deloitte. He also regularly teaches *Introduction to Management* at Rotman Commerce in summer (2011-2019). In 2014, he designed, developed and began teaching a Summer Abroad (SA) course for Rotman/UofT at Masaryk University In Brno, Czech Republic called *Strategy in the European Context* that is going into its seventh year (2014-2019, all SA's cancelled 2020/21, returning 2022). At Huron @ Western, Jan has introduced *Organizational Governance* (2017-2020) with a Real-Life Board Audit[®] (of not-for-profit Boards in SW Ontario) and *Strategic Foresight & Furturing* (2018-2020), Canada's only undergraduate course in future studies. 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.

Jan has recently published in leading journal, *Foresight*, on scenarios for the future of the academy and has conducted a peer-review for a UNESCO chair in anticipatory systems. This past summer, Jan co-authored a chapter called Values-infused Foresight for Governance: A Practical Guide for Director's in the book *Leadership for the Future*. Together with two distinguished colleagues, he hosted the FutureProof conference (2020), recently presented at the International Leadership Association conference (Fall 2021) and is a planning committee member for the upcoming APF global conference to be hosted in Toronto. He presented at academic conferences globally, most recently at the European Academy of Management (2020 and 2021), British Academy of Management (2021), Institute of Competitiveness (Spring 2020), Scenario 2018 held at Warwick University (2018) on the future of the academy and at Constructing Social Futures hosted by the University of Turku's (Finland) Institute for Future Studies (2019) on leadership values as they inform foresight tendency and strategy. Jan is currently completing another paper on governance/leadership and is conducting research in the area of academic and corporate bullying. Jan is one of three co-developers for Huron's highly successful new interdisciplinary major in Governance, Leadership & Ethics (GLE) introduced in 2019 and now larger than traditional liberal arts and social science disciplines at the school.

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 (1993), and he enjoys skiing, golf, scuba-diving, white-water kayaking, and strategic investments. His greatest project is having fun with his two teenage daughters. In 2006, he was awarded the AIWS designation, joining a worldwide professional group 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 in the computer upcycling market and sits on the finance committee of the Mansfield Ski Club.

Appendix A

IVEY

Richard Ivey School of Business
The University of Western Ontario

Ivey
Publishing

MGT 397Y – Institutions and Organizations in the European Context
How to Order Cases

Instructor: Jan Klakurka

1. Please go to the Ivey Publishing website located at:
<http://www.iveycases.com>
2. Click on "Register", and choose the "Student User" role. Complete the registration. (Please be sure to remember your username and password.)
3. Click on this link or copy into your browser:
<https://www.iveycases.com/CoursepackView.aspx?id=XXXXX>
4. Select "Digital Download" – then click on Add to Cart.
5. Go to "My Cart" (located at the top of the page), and click "Checkout".
6. Enter course information and verify your contact information.
7. Enter your credit card information and then click "submit order"
8. Once you have completed your order, go to "My Orders" to download a copy of the case.
9. You will receive an order confirmation and receipt by email immediately after placing your order.

IMPORTANT - Please Note the Following:

To open your cases you will need to enter (within the PDF document) the username and password you created upon registering.

Access to your case files will expire 30 days from date of purchase.

CASE FILES ARE NOT TO BE TRANSMITTED OR REPRODUCED WITHOUT PERMISSION

If you have any questions or problems, please email cases@ivey.uwo.ca or telephone 1-800-649-6355 during our regular office hours Monday to Friday 8am to 4pm EST.