



**BUSADMIN P611**  
**Navigating Disruption: Strategic Leadership in Emerging Industries**  
**Spring / Summer 2025 Course Outline\***

**Strategic Management**  
**DeGroote School of Business**  
**McMaster University**

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***COURSE OBJECTIVE***

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This course is designed to equip students with the knowledge and skills necessary to navigate complex markets and drive organizational success in industries. Through real-life business cases with partnering organizations, site visits, guest lectures and interactive discussions as well as hands-on problem solving, students apply learned theories to help organizations address complex issues.

This experiential learning course aims to develop students' ability to integrate innovation an entrepreneur/intrapreneurship and managing uncertainties into business and corporate strategy development in order to build capability to deal with complexities and ambiguities in our ever changing business landscape.

To adopt a business in society lens, students will be acquainted with following key concepts:

1. Concepts of Innovation
2. Foresight and Futures frameworks specific to managing uncertainties
3. Entrepreneur and Intrapreneurship mind-set
4. Systems and DesignThinking for Innovation

The students will be challenged to think innovatively and strategically around different disruptive innovation, whether it is to scale up operation or to maintain sustainable performance. By adopting a future orientation and a systems and design thinking mindset, students will gain the ability to determine the strategic implication of any disruptive innovation, its feasibility and approaches to take innovative ideas to market. This is an experiential learning course, hence learning is empowered through actions and experimentation.

This course is designed to nurture and develop our next generation of leaders to navigate complexities and uncertainties.

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### ***INSTRUCTOR AND CONTACT INFORMATION***

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**Dr. Candice Chow**

**Instructor**

[Chowc28@mcmaster.ca](mailto:Chowc28@mcmaster.ca)

**Office: RJC 231**

Office Hours: after class / by  
appointment

**Dhruv Suri**

**Teaching Assistant**

[surid1@mcmaster.ca](mailto:surid1@mcmaster.ca)

Office Hours: after class / by  
appointment

**Course website:** <http://avenue.mcmaster.ca>

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### ***COURSE ELEMENTS***

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Credit Value:	3.0	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

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### ***COURSE DESCRIPTION***

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This course is an applied experiential course, students are expected to tackle real-world challenges through the lens of fostering sustainable futures.

Sustainability presents a multifaceted challenge for businesses, entailing the delicate balance between creating shareholder value and stewarding stakeholder interests, reconciling ideologies with pragmatism, and understanding the motivation and tensions belying all sustainability related effort.

As participants in a Master's level program, students are anticipated to collaborate in teams and alongside industry partners to analyze and navigate sustainability opportunities and challenges. This process should be approached with a forward-looking perspective and a holistic, systems-level mindset.

Students will engage with our partnering experiential learning client throughout the term, as well as industry guest speakers. Lectures and project related workshops are designed to focus on applied theories and management practice. Students will learn to adapt dynamically as the project unfolds and evolves. Students will engage with company executives in workshops and Q&A sessions, with the goal to deliver value to the partner organization, while exercising independent thinking. Client value creation

and deliverable excellence is a critical component of the course. Students are expected to perform at their highest level with integrity.

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### ***LEARNING OUTCOMES***

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Upon completion of this course, students will:

- Gain the knowledge and skills necessary to navigate uncertainties through innovation and entrepreneurship, more specifically:
  - the concepts of disruptive innovation
  - various Strategic Foresight frameworks and take a long-term orientation to shaping corporate strategy
  - the Entrepreneur and Intrapreneurship mind-set.
  - Systems and Design Thinking to assess the impact of corporate strategic strategies and sustainability effort on our eco-system
- Strengthen project management, team work and executive communication capabilities
- Foster independent and critical thinking skillset.

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### ***REQUIRED COURSE MATERIALS AND READING***

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Avenue registration for course content, readings and case materials	\$ FREE
<ul style="list-style-type: none"> <li>• <a href="http://avenue.mcmaster.ca">http://avenue.mcmaster.ca</a></li> </ul>	\$FREE
Top Hat Registration for in-class activities	
<ul style="list-style-type: none"> <li>• <a href="https://tophat.com/">https://tophat.com/</a></li> <li>• CO1 Join Code: 541516</li> </ul>	~\$11.30
Recommended Reading List: Purchase via Ivey Publishing Website <a href="https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF0000042m7t2AA">https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF0000042m7t2AA</a>	



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## RECOMMENDED COURSE MATERIALS AND READINGS

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### Innovation

- Text Book: Christensen, C. M. (2013). *The innovator's dilemma: when new technologies cause great firms to fail*. Harvard Business Review Press. (Ensure you find the latest edition)
- Video: HBS Video: Sustainability vs Disruptive Innovation.  
<https://www.youtube.com/watch?v=vF9jLDyp7cE>

### Foresight and Futures Thinking Overview

- Forbes (2023). 8 Ways To Ignite Futures Thinking To Enhance Strategic Planning
  - <https://www.forbes.com/sites/katevitasek/2023/02/16/8-ways-to-ignite-futures-thinking-to-enhance-strategic-planning/?sh=17face875321>
- Teece, D., Peteraf, M., & Leih, S. (2016). Dynamic capabilities and organizational agility: Risk, uncertainty, and strategy in the innovation economy. *California management review*, 58(4), 13-35.
- McKinsey and Company (2020). Meeting the future: Dynamic risk management for uncertain times. <https://www.mckinsey.com/capabilities/risk-and-resilience/our-insights/meeting-the-future-dynamic-risk-management-for-uncertain-times>

### Entrepreneur/Intrapreneurship Overview

- Cadar, O., & Badulescu, D. (2015). Entrepreneur, entrepreneurship and intrapreneurship. A literature review.

### Systems Thinking

- HBS book chapter. Judge (2011). Organizational Capacity for Change Dimension 5: Systems Thinking. **Product Number:** BEP083-PDF-ENG (via Courseware)
- Video: **What is Systems Thinking?**. <https://www.youtube.com/watch?v=FW6MXqzeg7M>

### Design Thinking

- Ten Tools for Design Thinking. Darden Business Publishing. Product Number: UVABP0550 (via Courseware)

*Further readings will be shared on Avenue*

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## ***EVALUATION***

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Learning in this course results primarily from in-class discussion and participation in a real-life project. The balance of the learning results from the lectures on sustainability and strategic concepts, from related readings, and from researching on the course project. All work will be evaluated on an individual basis as well as in your assigned group. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

### **Components and Weights**

Engagement	Classroom Engagement (Individual)	30%
Short Assignments	Class Assignments / Presentations (Individual)	20%
Mid-term	Reflexive Essay Assignment (Individual)	10%
Client Project	1) Project Proposal; 2) Analysis; 3) Client Presentation (Group and Individual)	40%
Total		100%



Activity	Delivery	Description	Tool(s)
<b>Live Lecture</b>	Synch	Lecture content taught in conjunction of assigned cases. Core content available in PowerPoint.	Lecture PowerPoint available in Avenue
<b>Case Discussion</b>	Synch	Case Learning to be taught in conjunction of core lecture content. Case learning material available in PowerPoint. Group discussions will be conducted to enhance learning experience.	Case questions and key learning point available in PowerPoint in Avenue
<b>Readings</b>	Asynch	Tied to weekly discussion prompts, lecture content and case learning	Reading links in Avenue, assigned case readings from coursepack, and optional textbook reading
<b>Quizzes</b>	Synch / Asynch	Quizzes / games to reinforce core content learning and drive student engagement. Top Hat quizzes available asynchronously for completion. Some will be live conducted in class.	Top Hat
<b>In Class Activities</b>	Synch/ Asynch	There will be a short activity, likely in presentation format related to client project and or course content	

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

[www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf)

### Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

### Course Deliverables

#### ***Mid-Term Assignment: Reflexive Essay (10% individual)***

This is a mid-term check point on how the students have successfully grasped the key concepts related to sustainability, core lecture contents delivered and assigned readings. The mid-term will take the form of a guided reflexive essay / critical review on any recommended or assigned reading or a video.

#### ***Classroom Engagement (30% individual)***

There are 2 components to Classroom Engagement

**Case preparation, Quizzes, Reflection and Interactive Activities (15%).** Each class in this course focuses on a particular topic important for properly understanding strategic management. To guide your learning, **prior to and / or during class** you will answer questions pertaining to a) the prepared case, b) short answer and multiple-choice on concept comprehension, c) short reflections on key concepts, 3) engage in group activities. To facilitate this the Top Hat presentation platform will be used.

**Participation (15%).** The daily classroom discussion represents a unique opportunity for you to develop and enhance your confidence and skill in articulating a personal position, reacting to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. Much of your learning will come from these classroom experiences.



You are expected to come to each class having read cases and assigned readings. Most of all, you are expected to come to class with a readiness and willingness to contribute to class discussion.

A good contribution involves presenting a clear opinion, expressing it civilly, and supporting the opinion with sound logic. Every student shares the responsibility to create an environment where each member of the class feels comfortable offering his or her opinion. Learning from others and contributing to the learning of others through the experience and insights you share is a key part of this learning process. Contribution will be graded based on quality, quantity, and consistency. Some of the things that will determine a contribution include:

- a) Relevance – Do your comments speak directly to the issues and concepts being addressed? Do they extend our understanding of those issues or concepts? Do they reflect your adequate preparation to participate in the discussion?
- b) Additivity – Do your comments reflect active listening to the comments of other class members? Have they incorporated insights introduced earlier and built upon them?
- c) Substance – Do your comments make a real contribution to the ideas being exchanged? Has anything new been gained from your contribution to the discussion?
- d) Persuasiveness – Have your points been well articulated, argued, and supported? Are your arguments convincing?
- e) Questioning – Have your comments reasonably questioned the comments of others or challenged their assumptions without disparaging the person who offered them?
- f) Amount of participation (this does NOT mean dominating the discussion, rather frequency of additive comments).

*Note: All students are expected to attend **ALL classes**. This is particularly important as you need to build strong group dynamics to tackle group projects and develop team and leadership skills. When the client or Partnering Organization is present, all students must be present. This is particularly important when client executives are coming in to conduct training workshops and coaching sessions. Failure to attend client sessions, as well as missing more than **2 classes could render you ZERO** for the whole 30% of the Classroom Engagement marks.*

Participation will be graded via Peer Assessment. Students will be selected or volunteer to peer assess classroom engagement. Students engaging in this activity will be given 100% for the oral participation for that class. A template will be provided and found on Avenue.

### **Short Assignments (20%)**

All students will engage in short assignments (each will worth 5%).



These short assignments will likely take the form of in-class break-out activities and or presentations of prepared case analysis. These assignments can be individual work and / or group work.

***Client Project (40%)***

***Deliverable #1 – Project Proposal (Group) (5%)***

You will develop a project proposal document that outlines the problem statement, project scope, research questions, analytical approach, project plan, resources and expected deliverables. Some high-level guidelines will be provided. See Avenue for Update.

***Written Deliverable Format:***

Maximum of 5 pages excluding cover page. 12-point Times New Roman, single space, 1-inch margins.

***Deliverable #2 – Strategic Analysis Report (Group 15%)***

You will write an 8-10-page report focusing on research and analysis of the stated business problems and other emergent issues as an interim update to the client. This report also provides a preliminary overview of strategic direction, solutions addressing the identified issues, and assumptions made.

***Written Deliverable Format:***

12-point Times New Roman, single space, 1-inch margins. This page count is *inclusive* of exhibits and figures. The report must be completed in essay format. Endnotes and Cover Page can take additional pages as necessary.

Cite your work using the end note formatting found here and you can use Chicago or APA style: <https://library.mcmaster.ca/sites/default/files/businesscitation.pdf>.

Some high-level guidelines will be provided. See Avenue for Update.

***Deliverable #3 – Final Executive Report (Individual 10%)\****

You will each produce an Executive Report summarizing key insights and assumptions from your strategic analysis report with recommendations (individual submission)

**Maximum of 5 pages**, 12-point Times New Roman, single space, 1-inch margins. This page count is *inclusive* of exhibits and figures. The report must be completed in essay format. Endnotes and Cover Page can take additional pages as necessary. Make sure to use figures to economize on space. The report must be completed in essay format. Long reports will be penalized at a rate of 10% per page.



Cite your work using the end note formatting found here though I am comfortable with Chicago or APA style: <https://library.mcmaster.ca/sites/default/files/businesscitation.pdf>. Cite your Strategic Analysis report like an existing published work such as: "Group 5 Report, 2024". Do not append your group report to the submission as this will activate the plagiarism detection tool.

Students will submit their solutions through dropbox in Avenue. Submissions will be subject to the turnitin.com service and will be reviewed in accordance with the university's academic integrity policy. Please be careful to read the case exam instructions carefully.

**\*This is a mandatory portion of this course. This portion is considered as the individual's final exam. All students must pass as a pre-requisite to passing this course.**

*Note: Due to tight turnaround time between this case exam and final client presentation, no individual feedback will be given. Peer review of each other's Final Executive Report will be facilitated within the project group. Leverage the peer review as feedback and group discussions to facilitate the completion of the final presentation. Additional feedback can be sought by contacting your TA or your instructor via office hours.*

*Deliverable #4 – Final Client Presentation (Group) (10%)\**

Following submission of the individual portion of the Executive Report, students will work in their course groups. They will share and then discuss their individual case solutions to arrive at a final recommendation and solution for the client executives. In these groups, students will then prepare a 15-minute presentation with supporting documentation for delivery as a final exam. Groups will have 5 minutes to answer questions (15 + 5). This presentation will take place on the final day of class during normal class time.

Please submit presentations files and any other material through Avenue by 11:59pm on the day before the final presentation.

Some high-level guidelines will be provided. See Avenue for Update.

**\*This is a mandatory portion of this course. All students must be present during the final client presentation as a pre-requisite to passing this course. Penalty of 25% will be applied for late submission. Zero mark will be given if students are on-show or miss their presentation timeslot.**

*Note: A peer performance evaluation may be required. And all students must be present on the final presentation day to be qualified for the 10%. Instructor reserves the right to allocate 2.5% of the 10% to individual performance based on presentation performance and peer assessment.*



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### ***COMMUNICATION AND FEEDBACK***

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Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact-anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

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### ***ACADEMIC INTEGRITY***

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

[www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and

- adhering to the principles of academic integrity when conducting and reporting research.
- abiding by clauses stipulated in any signed non-disclosure agreements between the students and the partner organization
- abiding by professional ethical standards and protecting confidentiality of proprietary, privileged and sensitive information

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ONLINE ELEMENT***

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**All courses** use some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>



The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

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### ***ONLINE PROCTORING***

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**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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### ***CONDUCT EXPECTATIONS***

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As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

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### ***ATTENDANCE***

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Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional, and productive environment for everyone, including our faculty. Attendance will be recorded in each class to help identify students who may be at risk or in need of additional support.

Instructors will be using Top Hat to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

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## ***MISSED ACADEMIC WORK***

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### ***Missed Mid-Term Examinations / Tests / Class Participation***

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO (Student Experience Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO (Student Experience Academic Office) within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca)). Please direct any questions about acceptable documentation to the MBA Academic Advisors ([askmba@mcmaster.ca](mailto:askmba@mcmaster.ca)).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

### **Missed Final Examinations**

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO (Student Experience Academic Office) to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam.



The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.mcmaster.ca))

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO (Student Experience Academic Office) (Student Experience Academic Office) and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

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### **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

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Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

#### ***Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre***

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

#### **Process for Students**

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroote MBA SAS scheduling office at [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca). If a student cannot meet this deadline, they should contact [DSBSAS@mcmaster.ca](mailto:DSBSAS@mcmaster.ca) to discuss alternative arrangements. The program is committed to exploring flexibility where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.





- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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### ***ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)***

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the SEAO (Student Experience Academic Office) **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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### ***COPYRIGHT AND RECORDING***

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Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image





may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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### ***POTENTIAL MODIFICATION TO THE COURSE***

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The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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### ***RESEARCH USING HUMAN SUBJECTS***

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#### ***ONLY IF APPLICABLE***

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research-intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

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### ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA P620 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

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### ***ARTIFICIAL INTELLIGENCE***

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#### **USE PROHIBITED**

Students are not permitted to use generative AI for the assessments below. In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

- Any in-class tests including Mid-Term

#### **SOME USE PERMITTED**

Except for the assessments listed above

Students may use generative AI for [editing/brainstorming etc] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given below. Use of generative AI outside the stated use [editing/brainstorming etc] without citation will constitute **academic dishonesty**. It is the student’s responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

#### **Citation Example**

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

### In-Text Citation Example:

(OpenAI, 2023)

Please see the [Generative Artificial Intelligence - Academic Excellence - Office of the Provost \(mcmaster.ca\)](#)

If Generative AI has been used, you must declare your usage using the Statement of AI Usage Declaration Template on Avenue in addition to citation if applicable.

*Note: Oral defense may be required for any written individual and / or group submissions to assess proficiency in the subject matter and content submitted to qualify for the marks.*

If you have any questions or unclear about permission of usage, please speak to your instructor.

## COURSE SCHEDULE

Date	Overview and Learning Goals	Readings and Cases	Activities and Deadlines
<b>1- Week</b> <b>May 6</b> <b>Tuesday</b>	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>Overview of key learning components</li> <li>Client (A) Kick Off and Workshop (Project A)</li> </ul>	Course Outline	<ul style="list-style-type: none"> <li>Access Avenue and review course content available</li> <li>Sign up for Top Hat</li> <li>Form Working Teams of 4- 5 (Max)</li> <li>NDA signed at or prior to beginning of class</li> </ul>
<b>2 – Week</b> <b>May 13</b> <b>Tuesday</b> <b>(Virtual)</b>	<b>Client B Kick Off</b> <ul style="list-style-type: none"> <li>Client Kick Off and Workshop (Project B)</li> </ul> <b>Tutorial / Working Session</b>	Client Briefing Material	Group client questions due end of day to share with clients. Submit via Avenue Drop Boxes.  Short Assignment: 1) Group submission of client questions 2)

	<ul style="list-style-type: none"> <li>Working Session on Project Proposal</li> <li>Submit client questions</li> <li>Review client reading material</li> </ul>		Team Bios due 11:59pm prior to next week's class
<b>3-Week</b> <b>May 20</b>	<b>Innovation and Various Concepts Introduction</b>  <b>Framing the problem and determining sub-issues</b>	Video: HBS Video: Sustainability vs Disruptive Innovation.	Complete project proposal due 11:59pm the day prior to next week's class.  (In-Class Participation 1)
<b>4-Week</b> <b>May 27</b>	<b>Foresight tool kit overview</b>  <b>Working Session</b> <ul style="list-style-type: none"> <li>Conducting Research and Strategic Analysis</li> </ul>	8 Ways To Ignite Futures Thinking To Enhance Strategic Planning	Short Assignment (2) (individual submission) (5%)  Conduct a foresight exercise related to the client problem statement and submit by end of class onto drop box  (In-Class Participation 2)
<b>5 – Week</b> <b>June 3</b>	<b>Client Check In (TBD)</b>  <b>Coaching session.</b> Students prepare 5-minute progress update with client.  Q&A with client.		Short Assignment (3) (group submission) (5%)  Prepare a short presentation (2 – 3 slides) as an interim update with client (summary of your report). Submit by prior to class.  As part of classroom engagement – all teams will present their 5 min progress update. (participation 3)
<b>6-Week</b> <b>June 10</b>	<b>Mid-Term Reflection Essay</b>  In-Class Mid-term Assignment		<b>All students must be present.</b>
<b>7- Week</b> <b>June 16</b>	<b>Guest Speaker: Systems Thinking and Design Thinking</b>	Optional: HB S Book chapter (2011). Organizational Capacity for Change Dimension	Short Assignment (4) (individual submission) (5%)

		Video on Systems Thinking Ten Tools for Design Thinking	Create a systems / stakeholder map. Submit via Avenue Drop Box by end of class  In Class participation (4)
<b>8 – Week</b> <b>June 24</b>	<b>Grit Week</b>		
<b>9- Week</b> <b>July 1</b>	<b>Working week – Prepare Strategic Analysis Report – No Class</b>		Strategic Analysis Report (Deliverable 2)(Group 15%).  Due 11:59pm prior to next week's class. Submit via Avenue Drop Box
<b>10 – Week</b> <b>July 8</b>	<b>Managing Uncertainties</b> <ul style="list-style-type: none"> <li>Using Foresight to enhance organizational agility</li> </ul>	<ul style="list-style-type: none"> <li>Teece, D., Peteraf, M., &amp; Leih, S. (2016). Dynamic capabilities and organizational agility</li> </ul> Mckinsey and Company (2020). Meeting the future: Dynamic risk management for uncertain times.	In Class participation (5)
<b>11 – Week</b> <b>July 15</b>	<b>Tutorials</b> Effective Report Writing and a Refresher on Presentation Skills		Working time to write your executive report  Final Executive Report (Deliverable 3) (individual 10%)  Due 11:59pm prior to next week's class. Submit via Avenue Drop Box
<b>12 - Week</b> <b>July 22</b>	<b>Mock Presentation / DryRun with Client / Instructor</b>		<b>All students must be present</b>  Attendance and Delivering Mock Presentations will be part of Classroom Engagement. (participation 6)
<b>13 – Week</b> <b>July 29</b>	<b>Client Presentation (Deliverable 4)(10%)</b> <b>(All students must be Present) (please upload the day prior to presentation at 11:59pm)</b>		

