

**MBA P720  
Strategic Management  
Summer 2026 Course Outline**

**Strategic Management Area  
DeGroot School of Business  
McMaster University**

***COURSE OBJECTIVE***

As the capstone to McMaster's MBA program, this course is designed to unify the functional knowledge you gained during the program. This course will also give you a working knowledge of how firms gain and sustain competitive advantage. In sum, this course will enhance your capacity to do the job of a general manager responsible for setting strategy and managing performance.

***INSTRUCTOR AND CONTACT INFORMATION***

**Monday 7:00 PM – 9:50 PM**  
**Professor Goran Calic**  
[calicg@mcmaster.ca](mailto:calicg@mcmaster.ca)  
 Office Hours: by request

**TA: Matthew Zychowicz**  
[zychowim@mcmaster.ca](mailto:zychowim@mcmaster.ca)

***COURSE ELEMENTS***

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

### ***COURSE DESCRIPTION***

Strategic management focuses on the concept of strategy analysis, formulation, and implementation by exploring the functions and nature of general management. The course serves as an opportunity to develop skills for strategic thinking and analysis, leadership, communication, teamwork, and cross-functional integration. This course is taught primarily through the case-method but also includes readings, lectures, videos, exercises, and a simulation.

What you will learn in this course has utility beyond the senior leadership of organizations. Increasingly, organizations need employees that can think strategically and understand how their actions contribute to the overall success of the firm. What you will learn in this course applies to organizations of all kinds, including start-ups, non-profits, and government organizations. The cases and concepts of the course are used to explore the strategic challenges facing such organizations today. The materials used in the course encompass a wide range of industries, businesses and issues in order to provide the greatest depth and breadth of experience.

### ***LEARNING OUTCOMES***

Upon completion of this course, students will be able to complete the following key tasks:

- Analyze industry structure and environmental trends
- Assess how a firm's resources and capabilities generate competitive advantage
- Formulate new strategies under different contexts
- Explain how firms add value to multiple businesses
- Implement strategies and organize the firm for success

### ***REQUIRED COURSE MATERIALS AND READINGS***

Avenue registration for course content, readings and case materials

- <http://avenue.mcmaster.ca>

FREE

Custom Courseware – Cases and Readings (**Required**)

- Purchase a copy at the Harvard Online Store

**Link will be made available on Avenue to Learn during the first week of class.**

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## EVALUATION

Strategic Memo to the Board	(Individual)	6.5%
Pre-Class Polls	(Individual)	15%*
Participation	(individual)	40%*
Using AI to Create Value	(individual)	8.5%
Final Project Proposal	(shared)	5%
Final Project	(shared)	25%
<b>Total</b>	<b>70% individual 30% shared</b>	<b>100%</b>

\*Note: Cumulative for all polls and participation. A single poll “assignment” = 15% / Total poll assignments. Participation grade depends on the class and is specified in the class schedule at the end of this syllabus.

### IMPORTANT

**No electronic devices (e.g., laptops, cellphone, tablets) are permitted in class, unless specifically stated by the instructor.** If you have an accommodation that requires the use of an electronic device, please inform Professor Calic ([calicg@mcmaster.ca](mailto:calicg@mcmaster.ca)).

### STUDENT GUESTS

Please email Professor Calic ([calicg@mcmaster.ca](mailto:calicg@mcmaster.ca)) at least 24 hours in advance if you wish to invite a guest to class. Guests are nearly always allowed.

### GRADE CURVE

Final grades in this course will be adjusted to target a class average of 80% (equivalent to an A-). If the average calculated from raw scores differs from this benchmark, a uniform adjustment—either upward or downward—will be applied to all students’ final grades (e.g., If the average is 76%, all final grades will be increased by 4 points, subject to a cap at 100% and floor of 0%). This approach helps ensure consistency across course sections and maintains fairness in assessment. Please note that the curve may result in a final grade below 60% (a failing grade) for students whose performance falls significantly below the class distribution.

### 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

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## COURSE DELIVERABLES

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### LATE SUBMISSION POLICY

All assignments must be submitted by the stated deadline (7:00 AM on the due date). Late submissions will receive a grade of 0%. Compensatory work will only be considered for the Final Project, as per Missed Academic Work policy (outlined later in this document).

### ATTENDANCE POLICY

Arriving after 7:00 PM will result in a 50% deduction from your participation grade for that session. Departing before class ends will also result in a 50% deduction. If you both arrive late and leave early, you will receive a 0% participation grade for that session. These deductions reflect the importance of being present for the full duration of class discussions, where your insights and your presence shape the collective learning experience. This policy will be strictly adhered to for all students.

### PARTICIPATION (40%)

Active and thoughtful participation is essential to your success in this course and is weighted heavily. This course relies on class discussion to explore strategic concepts, so your preparation and contributions directly influence the quality of learning for everyone.

Each session has an assigned participation weight, listed in the course schedule. **Sessions with required readings are weighted more heavily.** You are expected to participate about twice per class, but frequency alone is not sufficient. What matters is the quality and relevance of your contribution.

Valuable participation includes:

- Demonstrating that you have read and analyzed the case or material
- Advancing the discussion with original insights, thoughtful questions, or constructive challenges
- Building on others' ideas in a way that deepens class understanding

The following will **not** be considered strong participation:

- Speaking for the sake of airtime
- Repeating points already made
- Making comments that show little engagement with the material

Participation is not graded based on having the "right" answer, but on your ability to engage meaningfully and strategically with the topic at hand. The goal is to foster a rich, rigorous, and collaborative learning environment.

I recognize that some students may have fewer natural opportunities to contribute due to class dynamics or time constraints. While cold-calling may be used, participation grades will also reflect contributions in **small groups** and **other formats beyond full-class discussion**.

Toward the end of the term, if you have identified a particular lecture where your participation performance does not reflect the value you believe you have added, you are invited to book office hours with Professor Calic. You'll be expected to reflect on key frameworks, cases, or contributions you've made *during the class where your participation grade is lacking*. This, alongside instructor observation, will help ensure that all students are evaluated fairly. Participation grades for classes that were missed cannot be made up.

If you feel at any point that you are prepared but not being given sufficient opportunity to contribute, please contact Professor Calic ([calicg@mcmaster.ca](mailto:calicg@mcmaster.ca)) **directly and immediately** — I want to ensure every student can thrive in this course.

### PRE-CLASS POLLS (15%)

For many classes, you will take a position in advance of the session on a central issue in the case via a pre-class poll; the tabulated polls are shown in class. **Polls are due by 7:00 AM the morning of class.** Answers submitted after 7:00 AM will not be counted. The weight of each Pre-Class Poll will be calculated using this formula:  $\text{Poll Weight} = 15\% / \text{Total Number of Polls}$ . E.g., should the course have 30 poll questions, each poll question would carry a weight of 0.5%. **Your poll answers are not anonymous. Be prepared to defend or justify your poll answers in class.**

### IN-CLASS ACTIVITIES (EXTRA CREDIT)

Throughout the course you will participate in a number of in-class activities intended to illustrate important concepts of strategic management. These activities may present opportunities for extra credit. This extra credit can only be earned if you were present in class for the activity.

### STRATEGIC MEMO TO THE BOARD (6.5%)

**Due Date:** Friday, June 26<sup>th</sup> by 7:00 AM

**Submission Format:** Upload to Avenue in PDF format. **Late submissions receive a grade of 0%.**

**Length:** Maximum 1,000 words (excluding references)

This brief assignment is designed to strengthen your ability to communicate strategic insight clearly and concisely to the board of directors. You will craft a focused, action-oriented memo advising the board of directors of your action on a pressing strategic issue. The exercise emphasizes clarity, synthesis, and practical relevance—key skills for executives.

#### 1) Choose a Firm and a Strategic Issue

Select a real firm (public or private) and identify a current or plausible strategic challenge it faces. The issue should require a decision with meaningful trade-offs (e.g., a new market entry, product launch, M&A, AI adoption, platform shift, organizational redesign).

##### a. Write a Strategic Memo

Address your memo directly to the firm's board. Your tone should be professional, direct, and solution-oriented. Use the memo to:

- i. Define the issue succinctly
- ii. Recommend one clear course of action you will take as CEO
- iii. Provide justification for your choice.

- b. Support your recommendation with 2–3 concise arguments grounded in strategic reasoning (concepts developed in class) and data (high-quality empirical evidence for your decision)

#### 2) Keep it Tight

You are writing as a CEO to the board. Aim to inform and influence. Use headings, bullets, and short paragraphs to structure your memo for maximum clarity.

#### 3) Use Course Concepts

Draw explicitly on tools and frameworks from class where relevant (e.g., value chain, platform dynamics, capabilities, network effects, value capture).

#### 4) Formatting Guidelines

- a. Max 1,000 words (excluding references)
- b. 12-point font, single-spaced, 1-inch margins (This should be no more than 2 pages.)
- c. Include a memo header (To/From/Subject/Date)
- d. References optional but encouraged (APA or Chicago)

Criteria	Description	Points
<b>Strategic Insight</b>	Identifies a compelling issue and offers a clear, thoughtful recommendation. Be creative and think outside the box. Novelty combined with usefulness of idea to the firm will be rewarded.	<b>3 pts</b>
<b>Application of Course Concepts</b>	Uses relevant frameworks or tools effectively to support reasoning.	<b>1 pt</b>
<b>Clarity and Argumentation</b>	Presents a clear, logical, and well-supported argument. Uses examples and evidence effectively. Points will be deducted for generic, bland, high-level language.	<b>2 pt</b>
<b>Professional Presentation</b>	Follows formatting guidelines and presents as a polished internal memo. Poor writing—grammar errors, weak English—will result in a 0 on this criterion.	<b>0.5 pt</b>
<b>Total</b>		<b>6.5 pts</b>

### USING AI TO CREATE VALUE (8.5%)

**Due Date:** June 17<sup>th</sup> by 7:00 AM

**Submission Format:** Upload to Avenue in PDF format. **Late submissions receive a grade of 0%.**

**Length:** Maximum 1,000 words (excluding references and exhibits)

This assignment gives you the opportunity to analyze how a real-world firm can leverage AI, where it is currently not, to create value. You will apply strategic frameworks learned in class to critically assess how AI can be integrated into the firm's value creation activities, how it aligns with the firm's broader strategy, and whether it is likely to generate sustained competitive advantage. In some instances, AI may completely change the firm's business model. This is fine.

#### 1) **Select a Firm**

Choose a real organization—public or private, large or small. The AI application may relate to product offerings, operations, customer experience, or other strategic areas. Examples include Amazon implementing AI to ship products to customers before the customer has paid for them (predictive shopping). This would change Amazon's business model from pay-then-shop to ship-then-pay—a huge change in business model.

#### 2) **Analyze How AI can Create Value**

Address the following questions in your analysis:

- What strategic problem or opportunity can the firm address with AI?
- Where in the value chain can AI be applied (e.g., operations, marketing, R&D, customer service)?
- How could the use of AI align with the firm's overall strategy (e.g., low cost, differentiation, platform-based scale)?
- What are the likely sources of competitive advantage from this AI deployment? Are they sustainable?

#### 3) **Evaluate the Strategic Impact**

Discuss whether the firm's use of AI:

- Reinforces or transforms its strategic positioning.
- Is likely to result in improved profitability or strategic flexibility.
- Could be imitated or replicated by competitors.

#### 4) **Support Your Analysis**

Use data, news reports, earnings calls, or other credible sources. Avoid pure description. Your goal is critical strategic analysis, not a technology overview.

#### 5) **Formatting Guidelines**

- Max 1,000 words (excluding references and exhibits)
- 12-point font, single-spaced, 1-inch margins
- Include citations (APA or Chicago style is acceptable)
- Figures or tables are required—present your thinking in graphical format or data.

Criteria	Description	Points
<b>Strategic Insight</b>	Demonstrates depth of thought about how AI aligns with the firm's strategic objectives and competitive context. Be creative.	<b>3 pts</b>
<b>Application of Course Concepts</b>	Uses strategic frameworks (e.g., value chain analysis, competitive advantage, trade-offs, network effects) effectively.	<b>1.5 pts</b>
<b>Clarity and Argumentation</b>	Presents a clear, logical, and well-supported argument. Uses examples and evidence effectively. Points will be deducted for generic, bland, high-level language.	<b>3 pts</b>
<b>Figures and Tables</b>	Tables and figures use data to present an evidence-based argument.	<b>0.5 pt</b>
<b>Professional Presentation</b>	Well-written, well-structured, properly formatted, and within word limits. Citations included. Poor writing—grammar errors, weak English—will result in a 0 on this criterion.	<b>0.5 pt</b>
<b>Total</b>		<b>8.5 pts</b>

#### Tips for Success

- *Think strategically: this is not a tech explainer. This is about understand how AI can disrupt an organization's current way of doing things. You have to balance novelty—what the firm has not already thought about—with usefulness—something that may actually happen and is supported by existing evidence about what AI can do and what is happening in the broader marketplace.*
- *Use excellent sources, connect your arguments to sources and data.*

### FINAL PROJECT PROPOSAL (5%)

**Due Date:** June 19<sup>th</sup> by 7:00 AM

**Submission Format:** Upload to Avenue in PDF format. **Late submissions receive a grade of 0%.**

**Length:** Maximum 500 words

Your proposal should briefly describe:

- The firm you've selected
- The strategic problem you intend to analyze
- 2–3 viable strategic options you will explore
- Team member names (2 team members per project)

This is not a full analysis—just a clear articulation of your intended focus to ensure you're on the right track. Feedback will be provided to help shape your final project.

### FINAL PROJECT (25%)

**Due Date:** July 31<sup>st</sup> by 7:00 AM

**Submission Format:** Upload to Avenue in PDF format. **Late submissions receive a grade of 0%.**

**Length:** Maximum 4,000 words (~4 pages, single-spaced), plus up to 5 pages of exhibits.

This project is your opportunity to demonstrate mastery of the strategic concepts learned throughout the course by applying them to a real, complex business decision. You will work in teams to analyze a **single problem or opportunity** faced by a firm, supported by **3–5 concise arguments grounded in a clear theoretical logic (e.g., network effects) and supported by empirical evidence**—make a compelling recommendation supported by strong analysis and argumentation.

This is not a research paper about an industry or company; it is a **strategy paper** focused on decision-making, trade-offs, and value creation. Avoid descriptive histories of firms.

## Instructions

### 1) Identify a Strategic Problem or Opportunity

Choose a real company and identify a single strategic problem or opportunity it is facing (e.g., Tesla building Optimus Robots, Amazon deploying predictive shopping business model, Meta building the Metaverse, Airlines remaining profitable in an era of high kerosene prices). This could involve decisions about market entry, vertical integration, platform expansion, innovation strategy, AI deployment, etc. **Avoid broad or descriptive topics—focus tightly on one well-defined issue.**

### 2) Develop Arguments Based in Theoretical Framework and Backed by Empirical Evidence

Present 3-5 distinct and reasonable arguments for your solution to the problem or capture of the opportunity.

### 3) Make an Actionable Recommendation to Your Board of Directors

Given your arguments above, outline for the board of directors what should happen in the next 5 years. What is it that the firm should do over the next 5-years. Keep in mind the firm's existing capabilities, resources, strategy, and past. Your objective is to be convincing to the board of directors (Professor Calic will take on the role of the board in grading this assignment).

### 4) Support Your Analysis

Draw on data from financial reports, analyst commentary, academic sources, and course concepts. Make your argument well-reasoned and evidence-based.

### 5) Format Guidelines

- a. Max 4,000 words (~4 pages), single-spaced
- b. 12-point font, 1-inch margins
- c. Up to 5 pages of supporting exhibits (tables, figures, charts)
- d. Use endnotes for references (not counted in word/page limits)
- e. Cover page must include:
  - i. Short executive summary (max ½ page—about 250 words)
  - ii. Team member names
  - iii. Word count of the main text

Criteria	Description	Points
<b>Mastery and Application of Business Concepts</b>	Effectively applies relevant business frameworks and demonstrates deep understanding of strategic trade-offs and firm-level analysis. It is less relevant that you leverage strategic management concepts than that you use theoretical frameworks that guide thinking—e.g., learning curves, economies of scale, information asymmetry, network effects, signaling.	<b>4 pts</b>
<b>Quality and Depth of Research</b>	Uses high-quality, credible sources to support the analysis. Demonstrates a deep understanding of the industry and firm context.	<b>10 pts</b>
<b>Clarity and Argument</b>	Presents a clear, logical, and well-supported argument. Uses examples and evidence effectively. Points will be deducted for generic, bland, high-level language.	<b>10 pts</b>
<b>Formatting and Professionalism</b>	Follows formatting guidelines and presents as a polished internal memo. Poor writing—grammar errors, weak English—will result in a 0 on this criterion.	<b>1 pt</b>
<b>Total</b>		<b>25 pts</b>

### Tips for Success

- *Frame a decision problem or opportunity, not a general trend or topic.*
- *Anchor your analysis in strategic trade-offs—not just benefits.*
- *Think like a CEO: how would this affect long-term value and execution?*
- *Use business (economics, sociology, psychology) frameworks from the MBA program to structure your thinking.*
- *Clarity and depth > jargon and breadth. I do not discourage the use of AI, however AI can produce generic, high-level recommendations, which result in poor reports.*

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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.degroot.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)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
  2. Improper collaboration in group work.
  3. Copying or using unauthorized aids in tests and examinations
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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 ON-LINE ELEMENT***

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**Some courses may** use on-line 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.

The available information is dependent on the technology used. Continuation in a course that uses on-line 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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### ***ON-LINE 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 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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### ***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 DSB Student Services – Academic Office (DSSAO (DSB Student Services 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 DSSAO (DSB Student Services 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 DeGroot MBA Student website ([mbastudent.degroot.mcmaster.ca](http://mbastudent.degroot.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 DSSAO (DSB Student Services 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 DeGroot MBA Current Student website ([mbastudent.degroot.mcmaster.ca](http://mbastudent.degroot.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 DSSAO (DSB Student Services Academic Office) (DSB Student Services 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 DeGroot MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities 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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### ***ARTIFICIAL INTELLIGENCE***

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The use of artificial intelligence is permitted in this course. No electronic devices (e.g., laptops, cellphone, tablets) are permitted in class, unless specifically stated by the instructor.

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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 **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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### ***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 P720 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.

**COURSE SCHEDULE**

	DATE	MODULES	SUB-MODULE AND CONTENT NOTES	READINGS, REMINDERS, GRADES AND OTHER
1	Week May 4 <sup>th</sup>	<b>STRATEGIC LEADERSHIP</b>	<b>Visionary and Stable Leadership</b> <ul style="list-style-type: none"> <li>• How to identify strategy.</li> <li>• How to make strategic choices.</li> </ul>	READING(S): No readings. PARTICIPATION GRADE WEIGHT: 3% REMINDERS: Buy case pack here: <b><i>Each student must buy a case pack.</i></b>
2	Week May 11 <sup>th</sup>	<b>STRATEGIC LEADERSHIP</b>	<b>Discovering Value</b> <ul style="list-style-type: none"> <li>• Being creative.</li> <li>• Driving innovation.</li> <li>• Seeing what others miss.</li> </ul>	READING(S): No readings. PARTICIPATION WEIGHT: 3%
	Week May 18 <sup>th</sup>	<b>NO CLASSES</b> Victoria Day		
3	Week May 25 <sup>th</sup>	<b>STRATEGIC LEADERSHIP</b>	<b>Strategic Change</b> <ul style="list-style-type: none"> <li>• Strategic leadership in turbulent industries and in uncertain times.</li> <li>• Managing strategic change.</li> <li>• Implementing innovation.</li> </ul>	READING(S): <b>Twitter</b> PARTICIPATION WEIGHT: 4%
4	Week June 1 <sup>st</sup>	<b>STRATEGIC LEADERSHIP</b>	<b>Corporate Governance</b> <ul style="list-style-type: none"> <li>• Managing resources.</li> <li>• Strategic decision-making.</li> <li>• The role of a board member.</li> </ul>	READING(S): <b>Rice Growers Association (RGA) of California (provided by Professor Calic)</b> PARTICIPATION WEIGHT: 4%

5	Week June 8 <sup>th</sup>	<b>TECHNOLOGY STRATEGY</b>	<b>Technology Strategy</b> <ul style="list-style-type: none"> <li>• Network Effects.</li> <li>• Winner-take-all (WTA) markets.</li> <li>• First mover advantage/disadvantage.</li> </ul>	READING(S): <b>LinkedIn</b> PARTICIPATION WEIGHT: 4%
	Week June 15 <sup>th</sup>	<b>NO CLASSES</b> ASSIGNMENTS: 1) <i>“Using AI to create value”</i> <i>Submission due June 17<sup>th</sup>, by 7am. Submissions after 7:00 AM will receive a grade of 0% in accordance with course policy.</i>  2) <i>Final Project proposal and team member finalization.</i> <i>Submission due June 19<sup>th</sup> by 7am. Submissions after 7:00 AM will receive a grade of 0% in accordance with course policy.</i>		
6	Week of June 22 <sup>nd</sup>	<b>TECHNOLOGY STRATEGY</b>	<b>Exploiting the Technology Stack</b> <ul style="list-style-type: none"> <li>• AI Infrastructure.</li> <li>• Profitability and value capture in the age of AI.</li> <li>• Learning curve effects.</li> <li>• Building and controlling ecosystems.</li> </ul>	READING(S): <b>Nvidia</b> PARTICIPATION WEIGHT: 4%  <i>Strategic Memo to the Board due June 26<sup>th</sup> at 7am.</i> <i>Submissions after 7:00 AM will receive a grade of 0% in accordance with course policy.</i>
7	Week of June 29 <sup>th</sup>	<b>TECHNOLOGY STRATEGY</b>	<b>(Arrow’s ) Information Paradoxes</b> <ul style="list-style-type: none"> <li>• Strategically trading information, resources, and everything else.</li> <li>• Creating and commercializing AI.</li> </ul>	READING(S): <b>AI Wars</b> PARTICIPATION WEIGHT: 4%
8	Week of July 6 <sup>th</sup>	<b>TECHNOLOGY STRATEGY</b>	<b>Strategy in the age of AI</b> <ul style="list-style-type: none"> <li>• Buying and using AI.</li> <li>• Competition in the age of AI.</li> </ul>	READING(S): No readings. PARTICIPATION WEIGHT: 4%
9	Week of July 13 <sup>th</sup>	<b>STRATEGIC FORESIGHT</b>	<b>Look forward, reason back</b> <ul style="list-style-type: none"> <li>• Developing a strategic vision.</li> <li>• Building competitiveness for the future.</li> </ul>	READING(S): <b>Metaverse</b> PARTICIPATION WEIGHT: 4%

10	Week of July 20 <sup>th</sup>	<b>STRATEGIC FORESIGHT</b>	<p><b>Look forward, reason back</b></p> <ul style="list-style-type: none"> <li>• Making long-term commitments strategically.</li> <li>• Making strategic bets.</li> </ul>	<p>READING(S): <b>Meta’s Energy Dilemma (provided by Professor Calic)</b></p> <p>PARTICIPATION WEIGHT: 4%</p>
11	Week of July 27 <sup>th</sup>	<b>STRATEGIC FORESIGHT</b>	<p><b>Using LLMs for Innovation</b></p> <ul style="list-style-type: none"> <li>• Why we resist innovation.</li> <li>• Innovation in the age of generative AI.</li> </ul>	<p>READING(S): No readings.</p> <p>PARTICIPATION WEIGHT: 2%</p> <p><b><u>(Please bring an electronic device to class, ideally a laptop—although a phone or tablet is sufficient.)</u></b></p> <p><i>Final Project due July 31<sup>st</sup> at 7am.</i></p> <p><i>Submissions after 7:00 AM will receive a grade of 0% in accordance with course policy.</i></p>