



## **STGY 5900 A & B - Corporate and Business Strategy - *Fall 2014***

|                        |  |                      |
|------------------------|--|----------------------|
| <b>Class Schedule:</b> | <b>Tuesdays</b>  | <b>Classroom TBA</b> |
|                        | <b>Section A: 11:35-2:25</b>   |                      |
|                        | <b>Section B: 2:35-5:25</b>  |                      |
| <b>Professor:</b>      | Carol-Ann Tetrault Sirsly, PhD, MBA, CPA, CA                                     |                      |
| Office:                | DT 1717  |                      |
| Phone:                 | 613-520-2600, ext. 1502  |                      |
| Email:                 | <a href="mailto:ca.tetraultsirsly@carleton.ca">ca.tetraultsirsly@carleton.ca</a> |                      |
|                        | Emails are responded to rapidly; please no voice messages                        |                      |
| Office Hours:          | Tuesdays 10:00-11 am or by appointment   |                      |

### **Course Description:**

Strategic management's focus on corporate and business level strategic analysis, strategy formulation and implementation is a critical managerial tool in any organizational setting. Strategic management emphasizes the determination and evaluation of environmental opportunities and threats in light of strengths and weaknesses in the organization's value chain in order to enhance its core competencies and craft a sustainable competitive advantage.

Students will apply their knowledge and strategic tools to business case analyses to formulate strategy and identify an implementation plan. Students will also research a business firm to develop a comprehensive strategic analysis to identify strategic alternatives that support a recommended strategy for success.

### **Course Learning Objectives:**

1. To familiarize the student with strategic thinking and its component elements, the identification of strategic options and techniques for strategy selection.
2. To understand key strategic concepts such as corporate strategy, business strategy, driving forces, key success factors, value chain analysis, core competencies and sustainable competitive advantage.
3. To apply strategic analysis to business case studies, focusing on formulating strategic recommendations and implementation plans.

4. To integrate the functional knowledge acquired in past business courses by applying those functional skills to analyse a single firm and recommend appropriate strategies.
5. To significantly enhance applied business research skills as well as presentation skills.

**Course Prerequisites:** All other MBA core courses must be successfully completed. *The Sprott School of Business enforces all prerequisites.*

### **Required Text and Other Reading Material:**

**Textbook:** Grant, Robert M. (2013). *Contemporary Strategy Analysis*, 8<sup>th</sup> Edition, TEXT only, John Wiley & Sons Ltd., ISBN 9781119941880

### **Cases and Journal Articles:**

Cases may be procured directly from Ivey Publishing (<https://www.iveycases.com/>) or Harvard Business Publishing (<http://hbr.org/case-studies>). Required journal article readings may be found at the Library.

Do not purchase cases in advance of them being confirmed in class and do pay attention to the publisher's availability conditions to not have your access expire.

### **Newsletters and Publications:**

Students are asked to subscribe to the following **free** business newsletters to which references will be made as applicable throughout the course:

Bain & Company - <http://www.bain.com/subscribe.aspx>

pwc (booz & co.) – <http://www.strategy-business.com/registration/register>

McKinsey Quarterly - <https://www.mckinseyquarterly.com/register.aspx>

**Exam Date:** Take home individual case due by start of class November 11<sup>th</sup>

### **Drop Course Policy:**

Students can drop a course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. Students with medical reasons and supporting documentation may petition the School to have the ABS grade changed back to WDN.

## Grading Scheme (Note this is a 0.5 credit course):

### Individually earned grades:

|   |     |
|---|-----|
| Written critiques (2) - 4 page maximums (10% each)                    | 20% |
| Take home individual case exam – <b>no group discussion permitted</b> | 20% |
| Contribution to peer learning – professor assessment                  | 15% |
| Capstone group assessment of contribution to the group                | 5%  |

### Group earned grades:

|                                   |            |
|-----------------------------------|------------|
| Capstone project:                 |            |
| Presentation                      | 10%        |
| Written report – maximum 40 pages | <u>30%</u> |
|                                   | <hr/> 100% |

### Criteria for Evaluation and Grading:

Paper copies of written assignments are due at the beginning of class. If you are unable to attend class, it is your responsibility to ensure I receive this copy prior to the deadline. In addition, an electronic copy must be deposited to cuLearn within the same delay.

Each component of your grade will be assigned a letter grade score. Your final course grade will be a weighted average of each of these components.

**Late Penalties:** For any assignment, report or take home case that is late there is a one letter grade level penalty for each calendar day (or portion thereof) late. For example, an “A” becomes a “B” if within 24 hours late; if more than 24 hours, but within 2 days late a “C”. As the individual take home case may be discussed in class on the day it is due, no late submission will be accepted.

### Class Discussions and Contributions to Peer Learning:

Students are encouraged to actively participate in all classes by being adequately prepared (i.e. having attentively read and reflected on the text chapters and any other assigned readings/cases). Regular attendance, participation and contribution from all class members is essential for effective discussion. It is student contribution to peer learning that constitutes a contribution, including encouraging colleagues, building on earlier comments without repeating, listening attentively to speakers and being respectful of differences of opinion.

While attendance is a pre-requisite to participation, it is the quality, not the quantity, of remarks that earns the grades. *Meaningful* contribution requires that you teach your peers something useful that might otherwise have gone unnoticed. A discrete use of electronic devices for note-taking is permitted, however no distractions will be tolerated.

Accordingly, should you engage in any non-course related use of the device in the classroom or breakout rooms you will forfeit this permission for the remainder of the course.

It is also recognized that on some days there may be insufficient time for me to call upon each student who wishes to speak. Any such demonstration of desire to participate will also be considered in the overall assessment of class contribution.

### **Groups:**

You will be required to form groups of a maximum of 4 students (dependent upon class size, *exceptionally* a group of 5 may be permitted or a student without a group may be assigned to a group or a student may be asked to switch groups, all at the professor's discretion). These groups will collectively carry out group assignments with the major deliverable being the Capstone report. In addition, groups are encouraged to meet and discuss cases in advance of applicable classes so that group perspectives may be presented to the class when requested in an impromptu fashion by the professor. For example, a group may be asked to present a short summation of the case situation, provide the highlights of their analysis using a particular framework, debate from the perspective of various stakeholders, etc. Also, to provide an opportunity to more closely interact with other classmates you may be assigned to case discussion groups which will vary from class to class. Your engagement, demonstration of preparedness and quality of discussions will be observed as I circulate. All of these verbal contributions will be factored into the individual class contribution grade.

Students are responsible for selecting their group partners and the group is expected to *self-govern* to ensure the quality of all deliverables, independently resolving any conflicts within the group. It is strongly recommended that students seek diversified and complementary skill sets in their prospective group partners, ideally students from different academic concentrations with varied work experiences and backgrounds. Further information on effective group formation and processes will be discussed at the first class.

The group assignments provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. The resources at <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf> are recommended. You are particularly encouraged to maintain evidence of your contribution to the group performance, including estimated research time, working papers, etc. The keeping of a group log of meetings, commitments, decisions, etc. is also a valuable organizational tool. It is in each group member's best interest to ensure an equitable sharing of the research and work. You will be asked to evaluate the individual contributions of the other group members when you submit your final Capstone report, recognizing that to consider one group member as contributing significantly more, requires that another group member be identified as contributing less (details to be provided in class).

### **Group Conflict:**

As a group you are encouraged to independently resolve any conflicts, however in the event of an irreconcilable conflict, *as a last resort* you may request that the group be broken into multiple groups. Each of these reconstituted groups will share ownership of any already

submitted material on which all their names appear and will continue to analyse the same Capstone firm. However, each group will present separately without witnessing the other group's presentation, and each group will be evaluated by the same criteria applicable to all groups (i.e. the increased work load of fewer group members will not be a consideration in grading).

An interim 1 page report on the quality of the group progress on the Capstone report is to be submitted **after class 6, October 14<sup>th</sup>**. Details to be discussed in class.

### **Policy for Group Presentations:**

All group members must participate in the presentations. Any student unable to do so because of illness or other circumstances beyond their control must contact the professor via email prior to the start of the class for which the presentation is scheduled. The professor may allow an alternative individual assignment when the absence is supported by a medical certificate and or appropriate document(s) to support the reason for the inability to present. Any student missing the presentation would not obtain any grades for the group work. The other group members must make the entire presentation as scheduled.

### *Video Recording of Presentations*

As part of the Assurance of Learning process of AACSB accreditation, the School may periodically evaluate, among other things, presentation skills. Accordingly, your presentation may be recorded to provide material for such assessment; however this has no impact at all on your course grade.

### **BUSINESS RESEARCH GUIDELINES & CAPSTONE PROJECT:**

There are significant research resources available to you at Carleton. You are encouraged to become familiar with the various databases available through the library as well as financial tools such as Bloomberg and Datastream (a tutorial will be offered during class). See this course's library page at <http://www.library.carleton.ca/research/course-guides/stgy-5900>.

You are also expected to read recent business articles concerning the selected firm, its competitors and the industries within which it operates, as well as articles on the macro business environment (i.e. markets, technology, economic trends). All assignments, the presentation and final report MUST include supporting metrics and data.

### **Eligibility of Firm for Capstone Project**

- no two groups may select the same business firm
  - firms which group members have analysed in other courses are NOT eligible
  - you are reminded it is a violation of academic plagiarism policy to submit substantially the same analysis used for multiple courses
  - a limited number of firms within the same industry will be accepted

- the firm must currently be publicly listed (i.e. TSX, NYSE, NASDAC) and have at least 3 years of comparable market/financial performance statistics publicly available
  - government departments, agencies & crown corporations are NOT eligible
  - not-for-profit organizations (NGOs) are NOT eligible for selection
  - bankrupt, delisted firms or privately held firms are NOT eligible
  - firms with concentrated ownership or whose shares seldom trade are NOT eligible
- a firm that has announced major restructuring since its last financial statements; has filed for Chapter 11 reorganization; or is involved in a major M&A that will preclude strategic choices; is NOT eligible
- the entire firm MUST be analyzed – not a division or subsidiary, and must include all markets within which the firm operates (i.e. diversified multinationals should be avoided)
- it is the group's responsibility to ensure that there is sufficient information to complete all the required analyses for the Capstone report. Particular attention should be given to ensuring the availability of competitor information (a sufficient number of publicly listed and comparable firms) to perform industry analyses.
- selecting a firm of interest to the group is encouraged. While the selected firm does not have to be “best in class”, there are greater strategic options available to financially successful firms than those whose futures are in jeopardy.

### **Company/Firm Selection Policy**

It is the responsibility of the student group to select the business firm that will be the basis of the assignments and comprehensive strategic analysis. It is the students' responsibility to undertake the research necessary to determine if sufficient information is available. The selection of a business firm is an assurance by the students to the professor, that there is sufficient information available to complete the assignments and strategic analysis. Authorization by the professor is to ensure that two groups do not select the same business firm or a clearly ineligible firm, or to avoid an over-concentration in a particular industry or overlap with case studies. Should it subsequently become apparent that there is insufficient information to adequately complete the assignments, it is the students' responsibility to change firms and obtain authorization of the new firm. The students may change the selection of the business firm at any time but must receive the necessary approval. No extensions to the deadlines for the draft Capstone reports will be granted. The purpose of submitting the drafts is to obtain feedback on avenues for improvements to incorporate into the presentation and final report. Further details will be discussed in class.

Authorization by the professor is not a guarantee that there is sufficient information. Each student is responsible for selecting his/her partners and the business firm to be analyzed, having ensured the adequacy of information available to complete the required comprehensive strategic analysis.

**Capstone Project:**

Depending on the complexity of the firm chosen, the number of markets within it operates and the characteristics of its industry, the final Capstone report (excluding appendices) may be between 25 and 40 pages (maximum). Exceeding the page limit without significant value per page contribution will be penalized, so careful editing and pertinent, succinct analyses are strongly advised. Detailed information on the content and format of the report and presentation will be posted to cuLearn and will be discussed in class.

**Scheduling of Capstone Presentations:**

The order of presentation on November 25<sup>th</sup> and December 2<sup>nd</sup> will be decided during the week 7 class, **November 4<sup>th</sup>**. Further details will be discussed in class.

**Assignments, critiques, cases, etc:**

Detailed information will be posted to cuLearn in advance of due dates and will be discussed in class. While group discussion is encouraged for many aspects of this course, the take-home case exam is an individual deliverable which should **not** be the fruit of any group discussion.

**Tentative Course Schedule\*:**

|   | <b>Date</b> | <b>Topic/Agenda</b>   | <b>Pre-class Prep plus required readings that follow - TBC</b>  |
|---|-------------|---|---|
| 1 | Sept. 9     | What is strategy? Deliberate and emergent strategy                                    | Chapters 1 & 2<br><b>Case:</b> <i>VanCity: Doing Good, Doing Well</i><br>Ivey 9B10M069                        |
| 2 | Sept. 16    | Library Tools Research Session, led by: Trish O'Flaherty<br>Insights into 10K reports | <i>TBC – depending on availability, may be substituted with a later class</i>                                 |
| 3 | Sept. 23    | External environment: Industry analysis; Porter's 5 Forces                            | Chapters 2, 3 & 4<br><b>Case:</b> <i>TBC</i>  |
| 4 | Sept. 30    | Internal environment: Resource based view; dynamic capabilities                       | Chapters 4 & 5<br><b>Case:</b> <i>TBC</i><br><br><b>Submit individual written critique 1, details cuLearn</b> |

|    | <b>Date</b>        | <b>Topic/Agenda</b>  | <b>Pre-class Prep plus required readings that follow - TBC</b>  |
|----|--------------------|--|---|
| 5  | Oct. 7             | Business level strategies: Cost leadership & differentiation | Chapters 7 & 8<br><b>Case: TBC</b><br><br><b>Submit Draft Capstone Macro-environment Report</b>                         |
| 6  | Oct. 14            | Business level strategies: Innovation & technology           | Chapters 9 & 10<br><b>Case: TBC</b><br><br><b>Submit individual written critique 2, details to be posted to cuLearn</b> |
|    | Oct. 21<br>Oct. 28 | NO CLASSES – exam & break weeks                              |   |
| 7  | Nov. 4             | Corporate level strategies: Diversification & integration    | Chapters 11 & 13<br><b>Case: TBC</b><br><br><b>Submit Draft Capstone Report</b>   |
| 8  | Nov. 11            | Corporate level strategies: M& A, alliances & cooperation    | Chapter 15<br><b>Case: TBC</b><br><br><b>Submit Take-home Individual Exam Case</b>                                      |
| 9  | Nov. 18            | Global strategy & implementing strategy                      | Chapter 12 & 14<br><b>Case: TBC</b>   |
| 10 | Nov. 25            | Capstone presentations                                       |   |
| 11 | Dec. 2             | Capstone presentations                                       | <b>Final Capstone Report (Groups presented Nov. 25)</b>   |

|    | <b>Date</b> | <b>Topic/Agenda</b>  | <b>Pre-class Prep plus required readings that follow - TBC</b>                               |
|----|-------------|--|--|
| 12 | Dec. 9      | Stakeholder, triple bottom line, governance & current issues in strategy | Chapter 16<br><b>Case: TBC</b><br><br><b>Final Capstone Report (Groups presented Dec. 2)</b> |

\* While every attempt will be made to keep to the schedule listed above, modifications may become necessary.

**Further Required Readings - TBC\*\*:**

|   | <b>Date</b> | <b>Library Articles</b>   |   |
|---|-------------|---|---|
| 1 | Sept. 9     | Porter, M.E. <i>What is Strategy?</i> 4HRB, Nov. 1996, p: 61-78<br>Porter, M.E. <i>Strategy &amp; Society: The Link Between Competitive Advantage and Corporate Social Responsibility.</i> 4HBR, 2006, p: 78-92   | Bain & Co <sup>1</sup> , booz & co./pwc <sup>2</sup> , or McKinsey <sup>3</sup><br><i>The Right to Win</i> , Mainardi & Kleiner, Winter 2010 <sup>2</sup><br><br><i>Perils of Bad Strategy</i> , Rumelt, June 2011 <sup>3</sup> |
| 2 | Sept. 16    | 10K example - Starbucks Latest 2013 – 10K (first 50 pages) at Sept. 30, 2013<br><a href="http://investor.starbucks.com/phoenix.zhtml?c=99518&amp;p=irol-sec&amp;secCat01.1 rs=41&amp;secCat01.1 rc=10&amp;control selectgroup=0&amp;x=55.59&amp;y=11.21">http://investor.starbucks.com/phoenix.zhtml?c=99518&amp;p=irol-sec&amp;secCat01.1 rs=41&amp;secCat01.1 rc=10&amp;control selectgroup=0&amp;x=55.59&amp;y=11.21</a> |   |
| 3 | Sept. 23    | Porter, M.E. <i>The Five Competitive Forces that Shape Strategy.</i> 4HBR, Jan. 2008, p: 78-93<br>Porter & Kramer <i>Creating Shared Value.</i> 4HBR, Jan. 2011   | <i>Green Is a Strategy</i> , Kauffeld, Malhotra & Higgins, Dec 2009 <sup>2</sup><br><br><i>Remapping your strategic mind-set</i> , Ghemawat, Aug 2011 <sup>3</sup>  |

|   | <b>Date</b> | <b>Library Articles</b> | <b>Bain &amp; Co<sup>1</sup>, booz &amp; co.<sup>2</sup>, or McKinsey<sup>3</sup></b>  |
|---|-------------|-------------------------|--|
| 4 | Sept. 30    |                         | <i>Beyond Functions</i> , Leinwand & Mainardi, Spring 2013 <sup>2</sup><br><i>Building a Flywheel Business</i> , Laseter & Bennett, summer 2013 <sup>2</sup><br><i>How Ready are you for Growth?</i> Divakaran & Couto, June 2013 <sup>2</sup><br><i>Is Your Company Fit for Growth?</i> Caglar, Pandrangi & Plansky, Summer 2012 <sup>2</sup><br><i>How Ikea Reassembled its Growth Strategy</i> , Caglar, Kesteloo & Kleiner, May 2012 <sup>2</sup>  |
| 5 | Oct. 7      |                         | <i>Sustained Cost Transformation</i> , Guarraia, Saenz & Fallas, Jan 2012 <sup>1</sup><br><i>Cut the Fat but keep some Slack</i> , Mullainathan & Shafir, Spring 2014 <sup>2</sup><br><i>Growing when your industry doesn't</i> , Rangan & Hirsh, Summer 2014 <sup>2</sup><br><i>Hyundai's Capabilities Play</i> , Holstein, spring 2013 <sup>2</sup><br><i>Think Functionally, Act Strategically</i> , Caglar, Kapoor & Repsam, Spring 2013 <sup>2</sup>  |
| 6 | Oct. 14     |                         | <i>Managing initiative overload</i> , Davio-Peccoud, Mankins & Denneen, 2014 <sup>1</sup><br><i>The Strategic Principles of Repeatability</i> , Allen & Zook, May 2012 <sup>1</sup><br><i>3M's Open Innovation</i> , Jaruzelski, Holman & Baker, May 2011 <sup>2</sup><br><i>Getting Beyond Green: envisioning an Industrial Reboot</i> , Nichols, Spring 2011 <sup>2</sup><br><i>Battle-test your Innovation Strategy</i> , Capozzi, Horn & Kellen, Dec. 2012 <sup>3</sup><br><i>Using rivalry to spur innovation</i> , Ferrari & Goethals, May 2010 <sup>3</sup> |
| 7 | Nov. 4      |                         | <i>The Focused Company</i> , Gottfredson, June 2012 <sup>1</sup><br><i>We're from Corporate and We're Here to Help</i> , Favaro, April 2013 <sup>2</sup><br><i>The Power of an Independent Corporate Center</i> , Hall, Huyett & Koller, March 2012 <sup>3</sup><br><i>To centralize or not to centralize?</i> Campbell, Kunisch & Müller-Stewens, June 2011 <sup>3</sup>  |

|        | <b>Date</b> | <b>Library Articles</b> | <b>Bain &amp; Co<sup>1</sup>, booz &amp; co.<sup>2</sup>, or McKinsey<sup>3</sup></b>   |
|--------|-------------|-------------------------|---|
| 8      | Nov. 11     |                         | <p><i>The Capabilities Premium in M&amp;A</i>, Adolph Mainardi, Spring 2012<sup>2</sup></p> <p><i>The Social Life of Brands</i>, Egol, McEuan &amp; Falk, August 2012<sup>2</sup></p> <p><i>M&amp;A as Competitive Advantage</i>, Ferrer, Uhlaner &amp; West, Aug. 2013<sup>3</sup></p> <p><i>How ‘Social Intelligence’ can Guide Decisions</i>, Harrysson, Metayer &amp; Sarrazin, Nov. 2012<sup>3</sup></p> <p><i>How to Put Your Money Where Your Strategy is</i>, Hall, Lovallo &amp; Musters, March 2012<sup>3</sup></p> <p><i>Solving China’s M&amp;A Maze</i>, Jullens, April 2013<sup>2</sup></p>   |
| 9      | Nov. 18     |                         | <p><i>Overcoming the Global Innovation Trade-Off</i>, Doz &amp; Wilson, Winter 2012<sup>2</sup></p> <p><i>How to Be a Truly Global Company</i>, Prahalad &amp; Bhattacharyya, Fall 2011<sup>2</sup></p> <p><i>Competing for the Global Middle Class</i>, Tse, Russo &amp; Haddock, Fall 2011<sup>2</sup></p> <p><i>PayPal’s vision for a global marketplace</i>, Hazan, Aug. 2014<sup>3</sup></p> <p><i>Why implementation matters</i>, Pustkowski, Scott &amp; Tesvic, Aug. 2014<sup>3</sup></p> <p><i>Managing the Strategy Journey</i>, Bradley, Bryan &amp; Smit, July 2012<sup>3</sup></p> <p><i>Understanding your ‘globalization penalty’</i>, Dewhurst, Harris &amp; Heywood, July 2011<sup>3</sup></p> |
| 1<br>2 | Dec. 9      |                         | <p><i>The Trust Agenda</i>, Nally, Summer 2014<sup>2</sup></p> <p><i>Three secrets of organizational effectiveness</i>, Newton &amp; Davis, Autumn 2014<sup>2</sup></p> <p><i>Zero injuries, waste, and harm</i>, Westlake, March 2014<sup>2</sup></p> <p><i>Creating partnerships for sustainability</i>, Albani, July 2014<sup>3</sup></p> <p><i>High performing boards: What’s on their agenda?</i> Bhagat &amp; Kehoe, April 2014<sup>3</sup></p> <p><i>Improving Board Governance</i>, Bhagat, Hirt &amp; Kehoe, 2013<sup>3</sup></p>  |

\*\* Additional readings will be identified throughout the semester <sup>4</sup>Harvard Business Review ( at Library)

**Policy on Mobile Devices:**

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the professor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with the professor prior to class.

**IMPORTANT ADDITIONAL INFORMATION****Group Work**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. If you have a group assignment you may find the resources at <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf> useful.

**Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.**

**Person with Disabilities**

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

**Religious Observance**

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation

eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### **Pregnancy**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete *a letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Academic Integrity and Plagiarism**

Violations of academic integrity are a serious academic offence. Violations of academic integrity include presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student; all of which weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others.

The University Senate defines plagiarism in the regulations on instructional offenses as: "to use and pass off as one's own idea or product work of another without expressly giving credit to another."

Using, summarizing or copying directly from another person's work, without identifying the name of the original thinker, is considered a form of cheating called "plagiarism". When using, and/or summarizing the ideas and words of another, be it from a web site, a written text, lecture or discussion group, you must identify the source. Should you choose to use the exact words of another, you must acknowledge these words as such by enclosing them within quotation marks. However, be aware that it is not acceptable to copy large chunks from a source, even if you reference it correctly.

Ensure that you cite every graph, table, report, quote, original idea or piece of information taken from somewhere else, to avoid plagiarism see <http://www1.carleton.ca/studentaffairs/academic-integrity/> .

Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to university policy regarding instructional offenses. For more information on Carleton University's Academic Integrity Policy, consult: [http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic\\_integrity\\_policy.pdf](http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf)

The photocopying of substantial portions of a textbook (e.g. more than 1 chapter or 15% of the total page count) without the publisher's permission is another misuse of intellectual property, and is also a violation of Canadian copyright law. Access Canada's web site provides guidelines on legitimate copying. You may also find helpful information at: <http://www.library.carleton.ca/campus-copying>

A signed declaration of academic integrity must accompany each group submission. (Example follows at end).

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <http://www.carleton.ca/sasc/academic-integrity/>

### **Additional Guidance on Citations/Bibliography:**

#### ***Footnotes:***

Every source for citations, statistics, tables, etc. should be sequentially referenced to a footnote at the bottom of the page. Full information should be provided to allow a reader to know exactly where you obtained the data, remembering that direct quotations require the specifics of page number. When a subsequent citation is made to the exact same one that proceeds you may identify it as *ibid* (for more details see [http://www.chicagomanualofstyle.org.proxy.library.carleton.ca/16/ch13/ch13\\_sec064.html](http://www.chicagomanualofstyle.org.proxy.library.carleton.ca/16/ch13/ch13_sec064.html) ).

#### ***Bibliography:***

It is important that you follow a recognized style to present a comprehensive bibliography that ensures an integrated alphabetical order and recognizes multiple citations to same year documents from a common source.

Be consistent when ordering your citation sources so that like items are grouped together. For example, Natural Resources Canada may also be referred to as NRC (both of which are acceptable), however in ordering citations from multiple NRC documents select one format and list consecutively by date (from oldest to most recent).

Guidance provided by the Academy of Management in its Style Guide may be found at: <http://aom.org/uploadedFiles/Publications/AMR/AMRstyleguide.pdf> (disregard the *in-text, in-parenthesis* identification, as the required use of footnotes replaces this format).

It is strongly recommended that you designate an editor for your Capstone report to validate the coherence of your document, ensure that all required elements have been included and that all citations are accurate and correctly included in the bibliography.

**Important Dates and Deadlines** can be found at:

<http://sprott.carleton.ca/students/mba/dates-deadlines/#fall>

***Example of Declaration of Academic Integrity***

**STGY 5900 –Fall 2014: Declaration of Academic Integrity (Group)**

\_\_\_Draft/ \_\_\_Final Capstone Report on Company: \_\_\_\_\_

The University Senate defines plagiarism in the regulations on instructional offenses as: “to use and pass off as one’s own idea or product work of another without expressly giving credit to another.”

I/we declare that the work submitted herewith is my/our work. All sources have been referenced in the footnotes and listed in the bibliography. This work has not been shared with anyone outside this group. This work is the intellectual property of each of the group members and will be returned to any one of the group members to be shared with the other group members.

| Student Number | Student Name | Signature of Student<br>(Everyone must sign to receive a grade) |
|----------------|--------------|---|
|                |              |   |
|                |              |   |
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Date Submitted: \_\_\_\_\_

*Instructional offence cases must be communicated to the Associate Dean, MBA programs, who then refers the allegation to the Associate Dean, Faculty of Graduate and Postdoctoral Affairs; individual solutions are not permitted.*