

COMM 210

Contemporary Business Thinking

Class 13

Presentations – Wrap-up

Winter 2018



Objectives for Today

- Complete the group presentations.
- Course evaluation.
- Curriculum review.
- Answer all your questions.
- Any topic you wish to cover.



**COMM 210
Pecha Kucha
Presentations
Winter 2018**

Peer Assessment

- **10 students have not yet completed the assessment**
- Peer Assessment documents are posted in the course folder on Moodle
- The assessment is MANDATORY. Each student must complete the assessment **on line**
- Start date: April 3, 2018.
- End date: April 12, 2018.
- **You will not be able to access the system after the “End date”**
- Refer to the Course Outline for the penalty for not completing the assessment on line and on time.

Why is Course evaluation important?

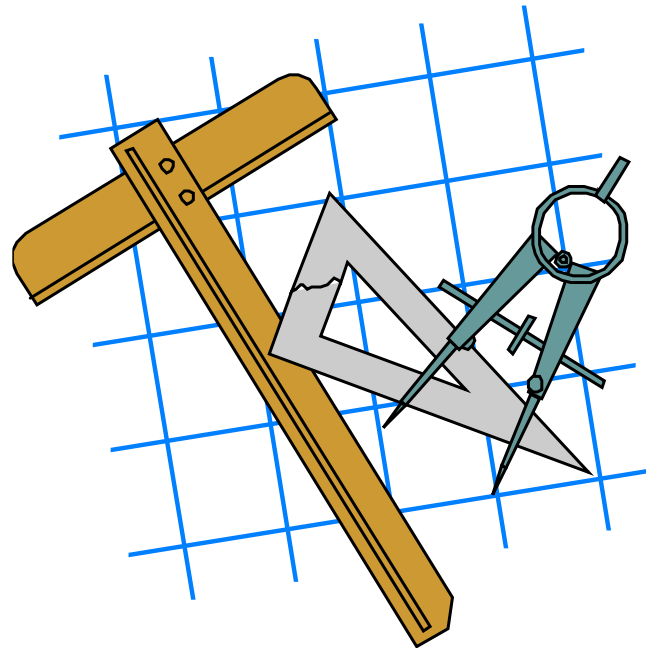
- We would like to have your perception of the course, the content and the instructor.
- It allows us to continuously improve the course content and our instruction methods.
- It helps repeat the activities that work and eliminate the ones that do not.
- You will not benefit from any COMM 210 improvement, but the future students will.
- And you will benefit from your future courses students' feedback.
- All students benefit at the end of the day.

Course evaluation

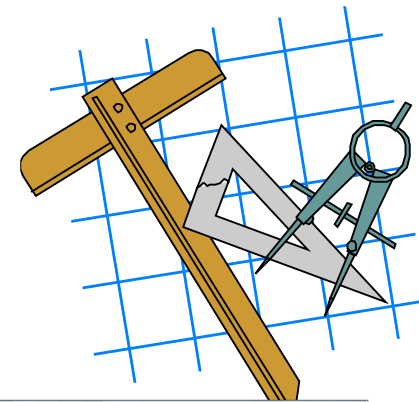
- You have 15 minutes to complete the course evaluation.
- Stay in class once you have completed the evaluation.
- I will be back to carry on the class.



COMM 210 toolkit



Foundational management theories



Barney

Chandler

Collins &
Porras

French &
Raven

Greiner

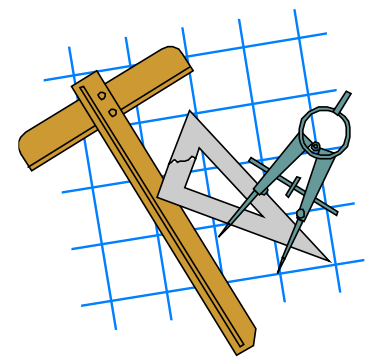
Handy

Herzberg

Kaplan &
Norton

Mintzberg

Tannenbaum
& Schmidt



Popular business expressions (Dyer's pp. 92-102)

Board of directors

Bottom line

CEO

Emotional intelligence

Globalization

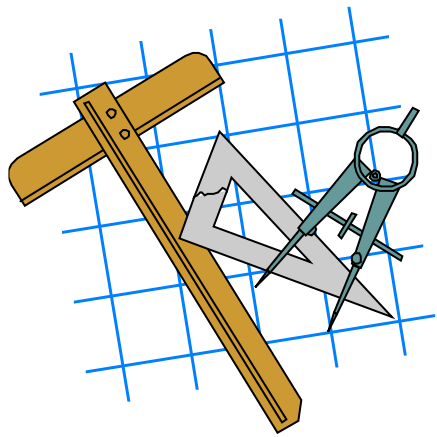
Knowledge workers

Outsourcing

R&D

Shareholders

Vision



COMM 222
Organizational Behaviour & Theory
Motivation, Leadership, Structure, Power

COMM 224
Marketing Management
**Customer satisfaction,
Innovation, R&D**

COMM 305
Managerial Accounting
**Balanced scorecard
Performance measures
Resource allocation**

COMM 320
Entrepreneurship
**Creativity, Vision, Growth,
Managerial roles**

COMM 401
Strategy & Competition
**First movers,
Change, Industry analysis,
Competitive advantage**



Sharpen your Analytical Skills

Critical thinking =
Analyzing the validity of
arguments presented in a text

Identify the
author's
major
conclusions

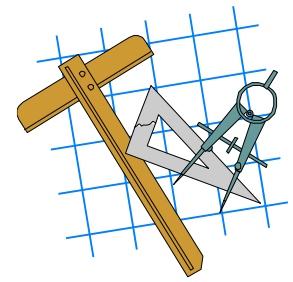
Describe &
evaluate
supporting
evidence

Uncover
assumptions
& values

Determine
soundness
of causal
logic

Deconstruct
use of
persuasive
language

Critical thinking skills



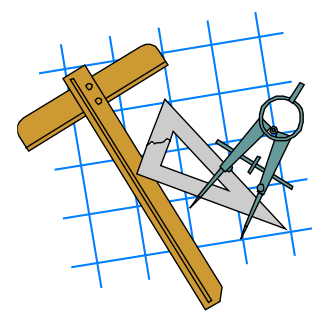
In your report writing & presentations

- In advanced courses and beyond...
- Use these tools to build clear, high-quality, persuasive arguments

In your reading

- Concept maps in other courses
- Challenge (respectfully) my colleagues!
- Critical reading of the business press. Stay informed! Develop well-considered opinions

Into the future...



As a future professional

- Use your tools thoughtfully; you are not just someone who knows the theories, but one who can apply them with intelligence and sensitivity

Final Exam



I REALLY CRAMMED LAST NIGHT.

Final exam



I REALLY CRAMMED LAST NIGHT.

- I will post the titles of the exam articles one week before the exam
- Get the articles from the Course Reserves
- Read carefully, ponder, discuss
- A good way to prepare is to formulate exam questions for yourself and answer them

At the exam: Planning the essay



- Read question **twice!** Annotate article & choose relevant management theories or use the assigned ones
- **Plan:** Prepare the structure of your essay (make notes at back of the articles)
 - Introductory paragraph (with clear claim)
 - Content of each paragraph (why is the claim true?) 6 qualities of good evidence
 - Use the theory (ies)
 - Counter argument & rebuttal
 - Conclusion (summary of key messages)
- **Write** the essay
- **Re-read!**

Final exam

- **April 20th; 2-5 pm**
- Your responsibility to recheck the location before the exam date
- You will get copies of the articles at the final
- Structure of exam:
 - short-answer questions (few lines each)
 - medium answer questions (1/2 page each)
 - 1 two-pages essay



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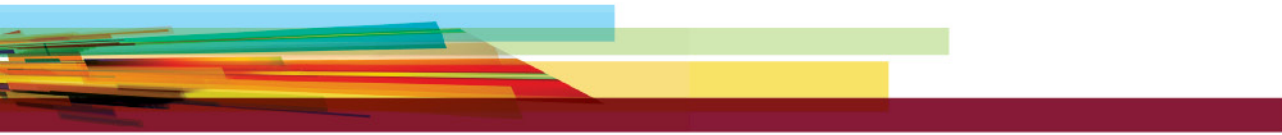
Don't forget.....



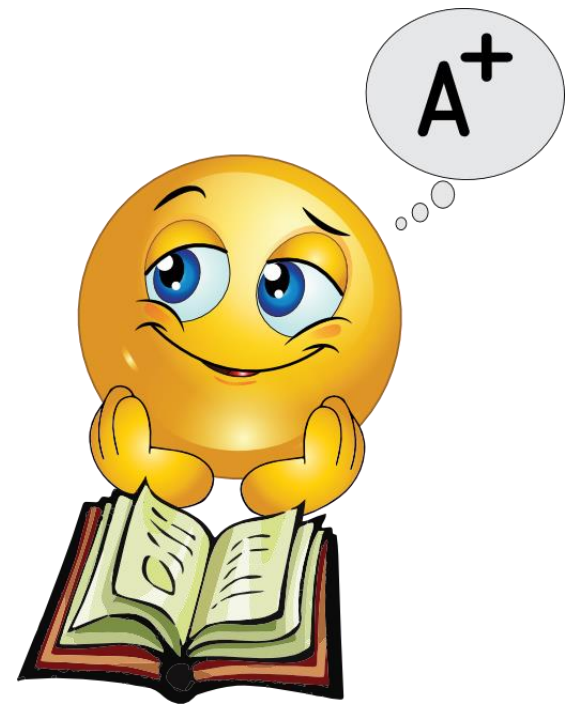
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Curriculum review



"Will this be on the final?"

Review: Chandler's Concepts



- Economies of scale & economies of scope
- Functional divisions, management hierarchy & geographical expansion
- First movers & challengers
- Research & development (innovation)
- Related & unrelated diversification
- Separation of top and middle managers (in the case of unrelated diversification)
- Entrepreneurial enterprise (staying small)
- Stock market pressure (due to ownership pattern)
- Short-term thinking (due to market pressure)

Review: Chandler's Claims



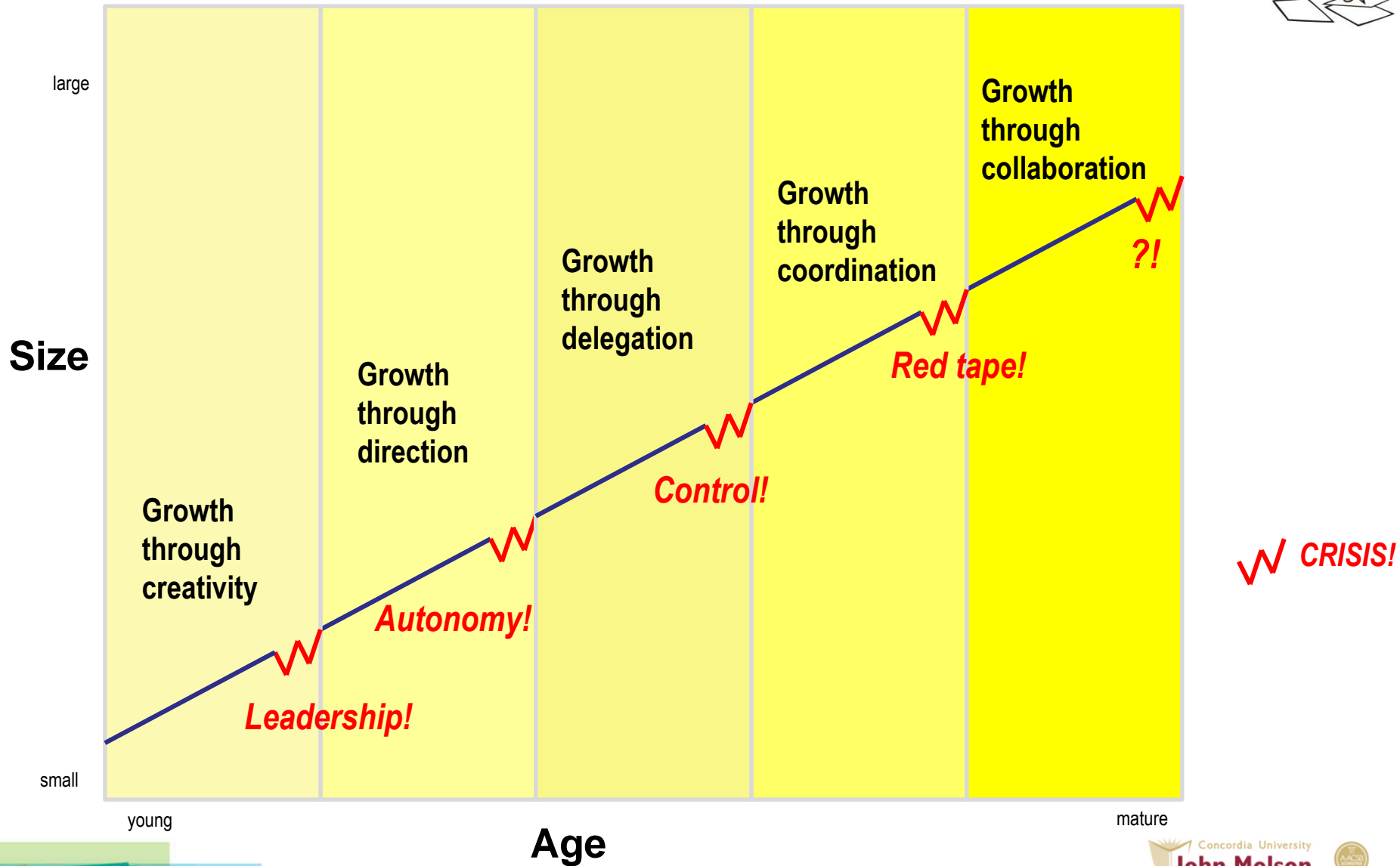
- Successful firms capitalize on economies of scale & scope, create management structures and invest in research & development
 - Once a firm loses the opportunity to be a first mover, it is difficult to regain competitive advantage
 - Growth through unrelated diversification is a poor corporate strategy
 - Business ownership patterns have diminished the likelihood of long-term success

Review: Greiner – Key Concepts



- Age of the organization
- Size of the organization
- Stages of evolution
- Stages of revolution
- Growth rate of industry
- Management style
- Organizational structure

Greiner: Concept Map



CRISIS!



Greiner's Concept Map

- For each evolution phase, you should know:
 - The exact name of the evolution phase
 - The characteristics of the evolution phase (what is happening)
 - The issues that lead to a crisis
 - The exact name of the crisis
 - The required solution for the crisis

Review: Greiner Claims



- Organizations grow through a series of evolution and revolution phases that are function of the age and the size of the organization
- Management practices that work well in one phase bring on a crisis in the next

Greiner's Secondary Claims



- Organizations should not try to skip phases
- Top managers whose style is no longer appropriate should remove themselves
- Growth is not inevitable

Barney's Major Claims



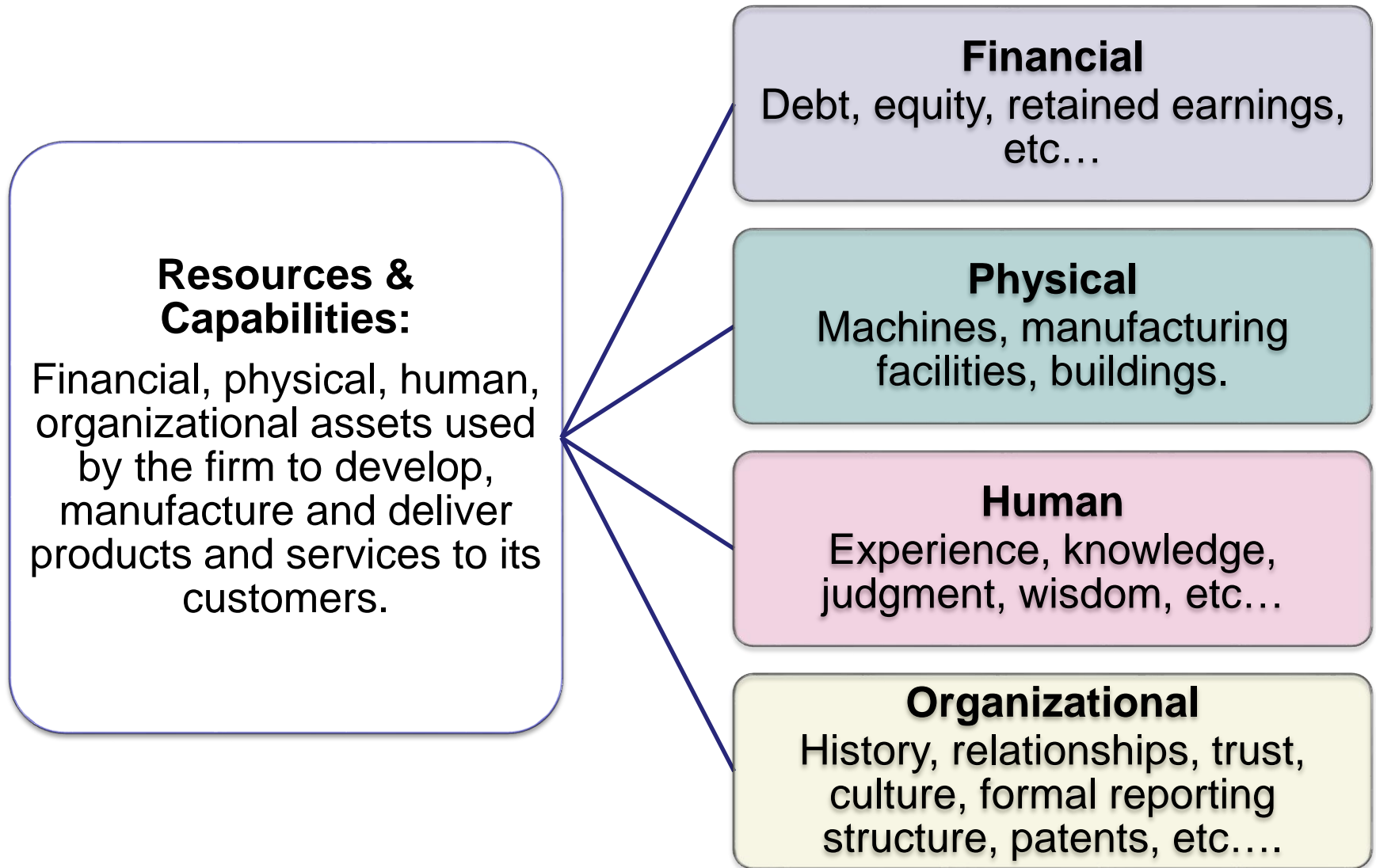
- A firm will have a sustained competitive advantage if its resources and capabilities are valuable, rare, inimitable and organized in a way that allows it to exploit potential opportunities.
- A firm will be successful if it has resources with the right attributes and characteristics.

Barney's Major Claims



- The most careful and complete analysis of firms' competitive environments cannot, by itself, explain their success.
- Strategists also need to analyze the competitive implications of firms' internal strengths and weaknesses.

The Firm's Resources and Capabilities



Four Important Questions about Resources and Capabilities



The Question of Value

- Does a firm's resources and capabilities enable it to exploit an opportunity, and/or neutralize a threat?

The Question of Rareness

- How many competing firms already possess these valuable resources and capabilities?

The Question of Imitability

- Do firms without a resource or capability face a cost disadvantage in obtaining it compared to firms that already possess it?

The Question of Organization

- Is a firm organized to exploit the full competitive potential of its resources and capabilities?

The Question of Imitability



The importance of **history**:

- Valuable and rare resources acquired or developed through unique historical circumstances can be a source of sustained competitive advantage

The importance of **numerous small decisions**:

- A firm's competitive advantage seems to depend on numerous "small decisions" (rather than big ones) through which a firm's resources and capabilities are developed and exploited.

The importance of **socially complex resources**:

- Reputation, trust, friendship teamwork and culture, while not patentable, are difficult to imitate.



VISION

CORE IDEOLOGY

ENVISIONED FUTURE

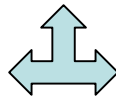
What we stand for

Enduring character of the organization;
Glue that holds the org. together

What we aspire to become

Audacious and vivid goals that stimulate
progress

CORE VALUE

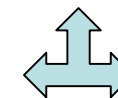


CORE PURPOSE

- 3-5 values
- Small set of timeless guiding principles
- Require no external justification
- Have intrinsic value to those inside the organization

- 100 yr test
- Organization's most fundamental reason for existence
- The guiding star
- Can never be fulfilled

AUDACIOUS GOAL



GOAL ACHIEVEMENT

- 10-30 years
- BHAG:
- Unifying focal point
- Catalyst for team spirit
- Clear finish line

- Vivid description
- What it will be like to achieve BHAG
- Picture people can carry around
- Passion, emotion, conviction: essential

**Preserve the core &
stimulate progress**



Collins & Porras

Core Ideology

Enduring character of an organization – a consistent identity that transcends product or market life cycles, technological breakthroughs, management fads, and individual leaders. Glue that holds the organization together.

Core Values

Core Purpose

Collins & Porras



Core Values

Essential and enduring tenets; small set of timeless guiding principles; beliefs about what is important

The “Code of Ethics” or “How we do business”

Core Purpose

The organization’s reason for being; the idealistic motivations for doing the company’s work; capture the soul of the organization

Why do we exist?

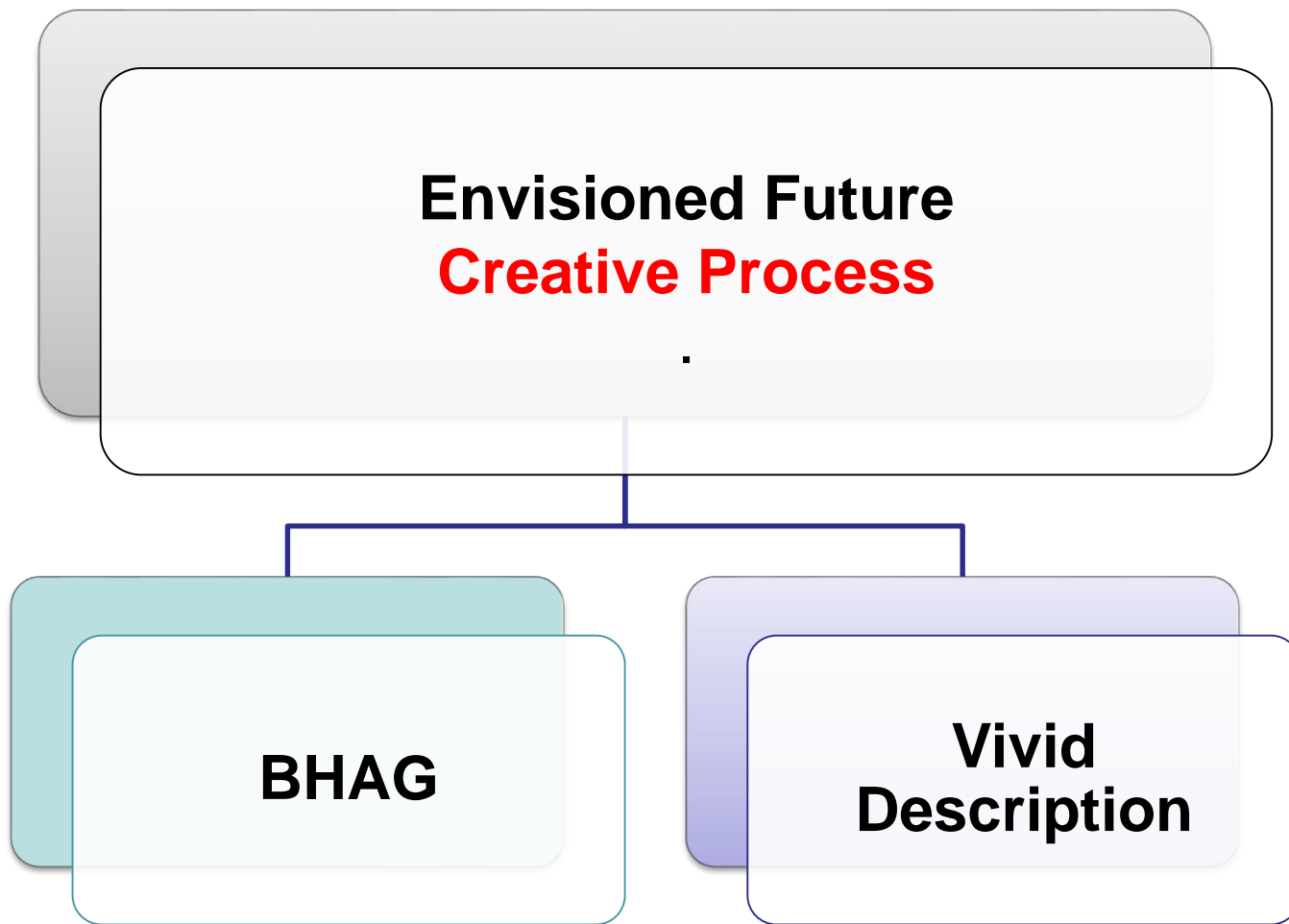
Collins & Porras



- **“Discovering”** core ideology
 - You do not create or set core ideology
 - Description of what *actually exists*, not just what we *wish* existed
 - Needs to be meaningful and inspirational only to people inside the organization
 - Find people who are predisposed to share the organization’s core values and purpose
 - More than creating a perfect statement!



Collins & Porras



Collins & Porras

BHAGs

Big, Hairy, Audacious Goals

- 10-30 years
- Powerful way to stimulate progress
- Clear & compelling; serves as unifying focal point of effort; acts as a catalyst for team spirit
- Takes little or no explanation
- Not a sure bet....!



**Beware of the
“We’ve Arrived
Syndrome”**

Motivation factors



- Achievement
- Recognition
- Work itself
- Responsibility
- Advancement
- Growth

Hygiene factors



- Company policy
- Supervision
- Relationship with supervisor
- Work conditions
- Salary
- Relationship with peers
- Personal life
- Relationship with subordinates
- Status
- Security

Two Factor Theory - Herzberg



Two factor theory- Herzberg

Employees
dissatisfied
and
unmotivated

Hygiene Factors

Employees
not
dissatisfied
but
unmotivated

Motivation Factors

Employees
satisfied
and
motivated

Principles of Vertical Job Loading

- Remove some controls while retaining accountability
- Increase accountability of individuals for own work
- Give person a complete natural unit of work
- Grant additional authority; job freedom
- Make periodic reports directly available to workers themselves rather than supervisors
- Introduce new, more difficult tasks
- Assign workers to specialized tasks, enabling them to become experts

Mintzberg's Manager's Roles



Henri Fayol

Managers plan,
organize, coordinate &
control

Henry Mintzberg

The manager's job can be
described in terms of
various "roles", or
organized set of
behaviours identified with
a position

Mintzberg's Manager's Roles



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Managers plan,
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Henry Mintzberg

Interpersonal roles

- Figurehead
- Leader
- Liaison

Informational roles

- Monitor
- Disseminator
- Spokesperson

Decisional roles

- Entrepreneur
- Disturbance-handler
- Resource-allocator
- Negotiator

Types of Power: French & Raven

“who holds it over whom”

Reward Power

- based on one's perception that the other has the ability to mediate rewards for him

Coercive Power

- based on one's perception that the other has the ability to mediate punishments on him

Legitimate Power

- based on one's perception that the other has a legitimate right to prescribe behaviour for him

Referent Power

- based on one's identification with the other

Expert Power

- based on one's perception that the other has some special knowledge or expertise

Forms of Managerial Influence



Roles

- Figurehead
- Leader
- Liaison
- Monitor
- Disseminator
- Spokesperson
- Entrepreneur
- Disturbance-handler
- Resource-allocator
- Negotiator

Social Power

- Reward power
- Coercive power
- Expert power
- Legitimate power
- Referent power

Four Perspectives for a Balanced Scorecard



Customer perspective

- What matters most to customers?

Internal business perspective

- How can we meet customer expectations?

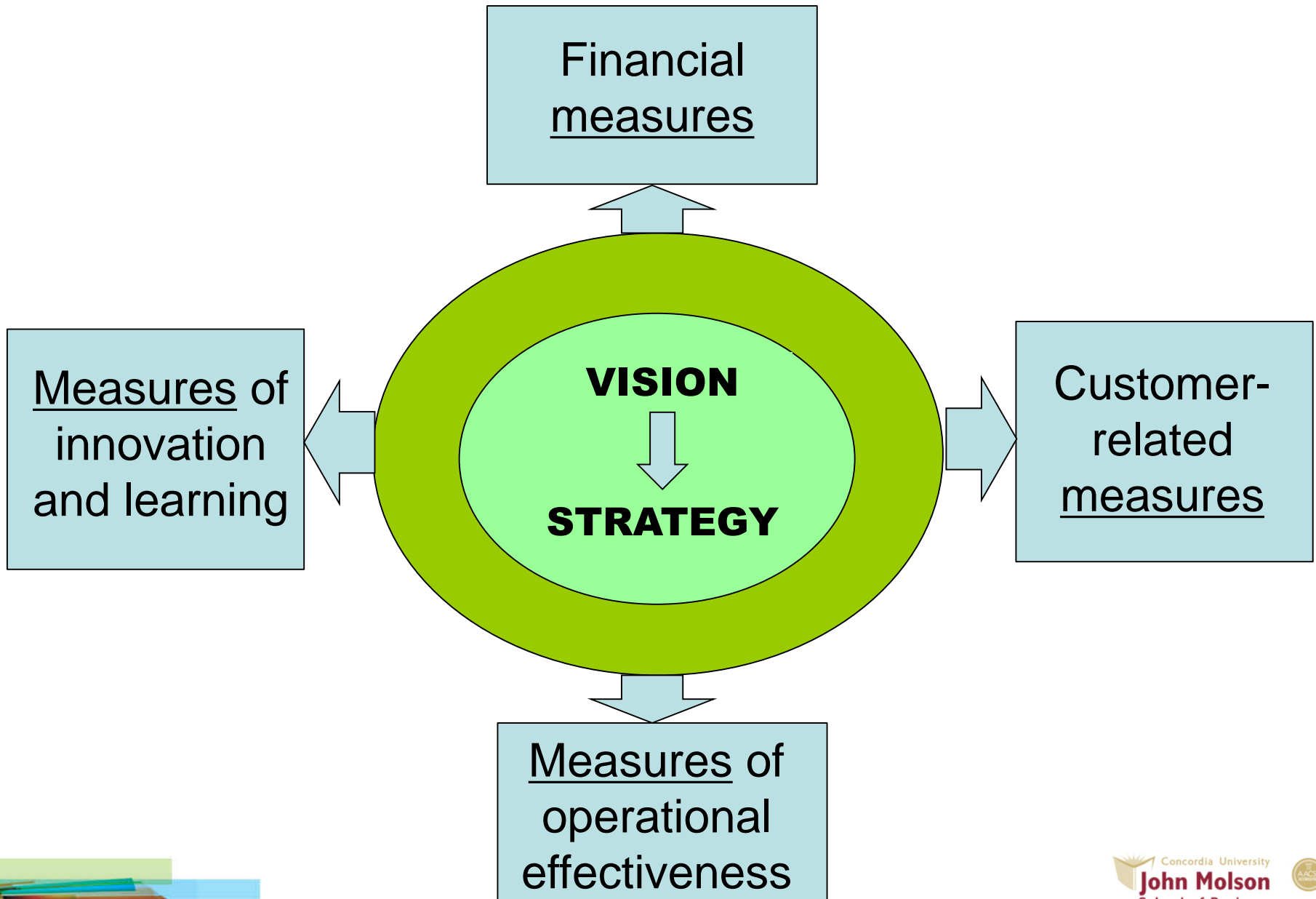
Innovation & learning perspective

- How can we make continual improvements?

Financial perspective

- How can we ensure profitability for shareholders?

Kaplan & Norton's Balanced Scorecard

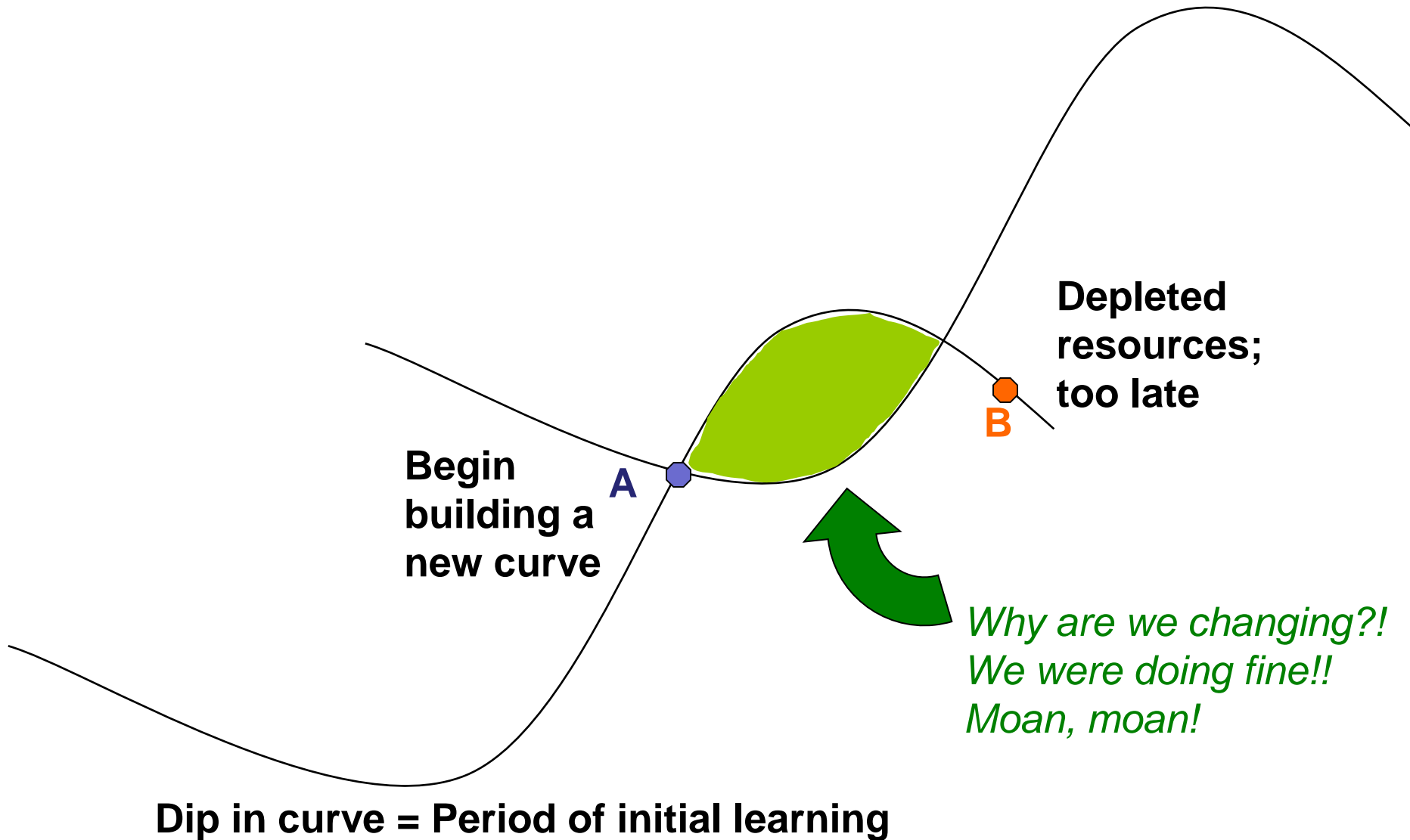


Balanced Scorecard: Template for Financial Perspective

Goal	Measure	Target	By When
Improve revenue	Yearly revenue	Increase by 25%	Year over year or by year end
Market share improvement	Market share increase	Increase by 10%	Year over year or by year end
Improve net profit	Net profits	Increase by X% or by X millions	Define
Improve cost of production	Gross margin	Increase by X% or by X millions	Define

What do I want to do?	What should I measure?	What should I observe?	By When?
-----------------------	------------------------	------------------------	----------

Sigmoid Curve: Key to Effective Growth



Sigmoid Curve: Key to Effective Growth

- **The Paradox of Time:**
 - By the time you know where you ought to go, it's too late to go there
 - If you keep on going the way you are, you will miss the road to the future
- Because it is easy to explain things when looking backward, we think that we can predict them going forward.

Sigmoid Curve: Key to Effective Growth

- **The S-shaped curve:**
 - Empires, Corporations, Product life cycle, Love and relationships, Personal career, etc..
 - The 2 curves: When should the 2nd curve begin?
 - Who should lead the 2nd curve?
 - Turmoil: Time of great confusion

Sigmoid Curve: Key to Effective Growth

- **The discipline of the 2nd curve:**
 - How do we know where we are on the 1st curve?
 - Keeping the 2 curves going should be a habit
 - Benefits of the discipline of devising the 2nd curve.
 - The traditional four-stage of discovery: Questions; Ideas; Test; Review
 - Essential: Let go of your past

Sigmoid Curve: Key to Effective Growth

■ Curvilinear logic:

- The paradox of success: « *What got you where you are won't keep you where you are* »
- It is the conviction that the world is a sigmoid curve, that everything has its ups and downs, and that nothing lasts forever or was there forever.
- It means starting life again, and it is harder as you become older
- Entrusting the curvilinear thinking to the next generation
- « *Kaizen* »
- Must be wary not to abandon the 1st curve too early

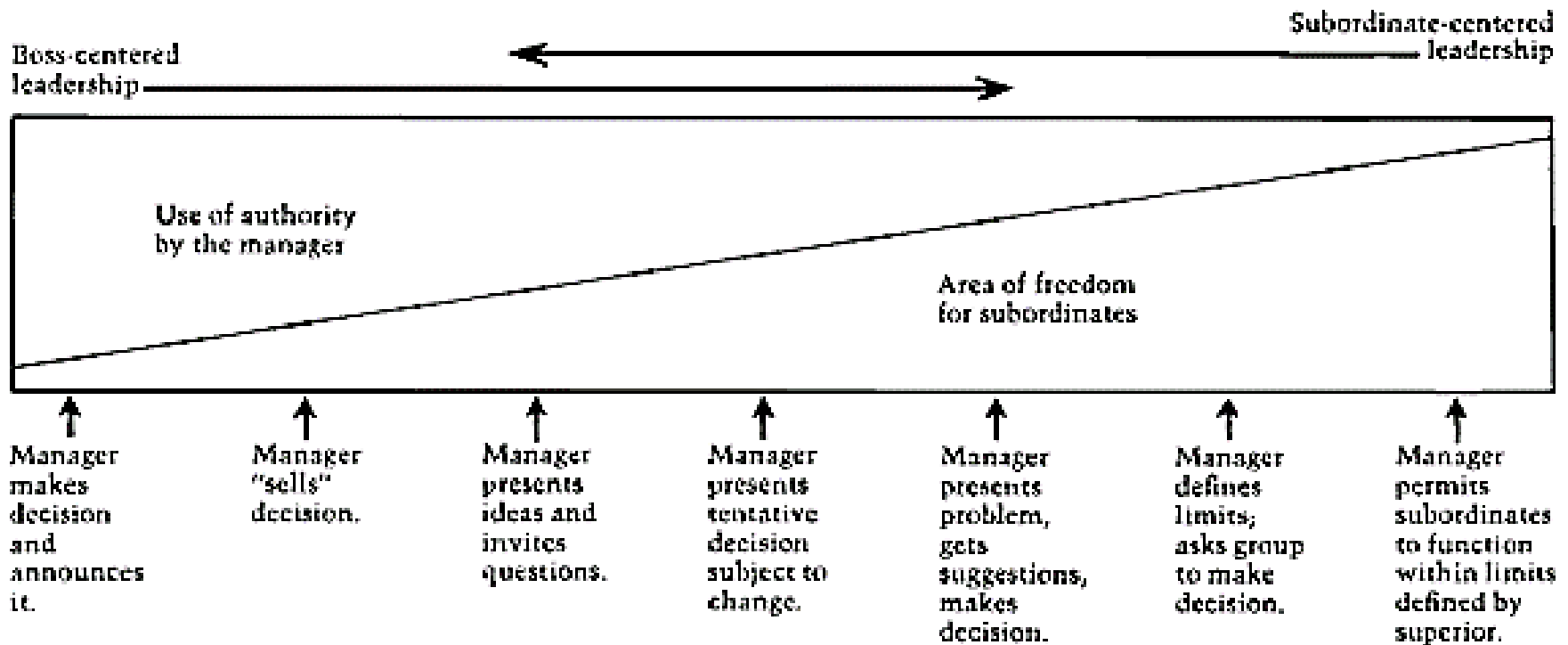
Sigmoid Curve: Key to Effective Growth

- **Fertilizing the 2nd curve:**
 - Seniors: Permission + Encouragement
 - New ideas can co-exist with old



Tannenbaum & Schmidt: How to Choose a Leadership Pattern

EXHIBIT I Continuum of Leadership Behavior



Source: HBR : May-June 1973

How to Lead: 3 Forces Impact



Forces in the Manager

Forces in the Subordinate

Forces in the Situation

How to Lead: Forces in the Manager



Value system

Confidence in subordinates

Own Leadership inclinations

Feelings of security

How to Lead: Forces in the Subordinate



****Remember That They are Individuals Like You!****

High need for independence

Readiness to assume responsibility

High tolerance for ambiguity

Identify with the organization's problems and goals

Have knowledge and experience

Learned to be part of decision making

More
Democratic



How to Lead: Forces in the Situation

Type of organization

Group effectiveness

Nature of the problem

Time pressures

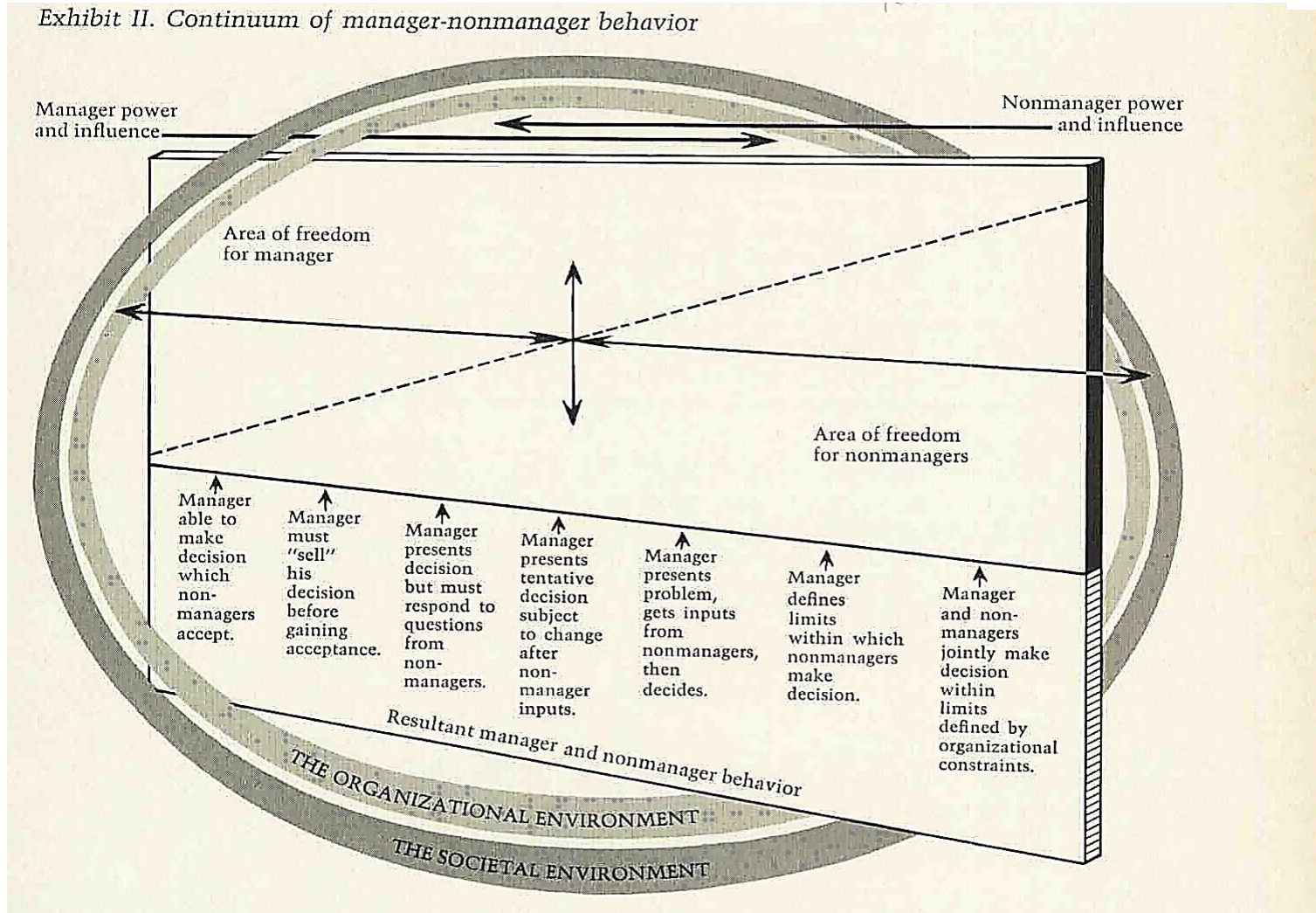
Long-run strategy

Objectives to be attained

Tannenbaum & Schmidt: New Concept Map



Exhibit II. Continuum of manager-nonmanager behavior



Source: HBR : May-June 1973

Review: Critical Thinking Skills



- Claims
- Good evidence (6 qualities)
- Underlying assumptions
- Causal claims
- Persuasion



Identify the Author's Claims

- “A claim is the major conclusion of a piece of writing that the author is trying to persuade you to accept”
 - Explicitly or implicitly stated
 - Likely locations
 - Cue words: therefore, thus, in summary, I believe that, clearly, in short (...)



Identify the Author's Claims

Uncontested claims

- Consistent with our own experiences and observations
- Facts independent of interpretation
- Agreement among experts or strongly supported general claims that are common sense
- Technical or mathematical claims



Identify the Author's Claims

Contestable claims

- Not commonly accepted knowledge
- Often introduce new ideas that awaken curiosity
- Sometimes presented as if it were a fact
- Cannot stand on their own



Definitions

Claim

Central idea that the author is trying to persuade you to accept



Evidence

Any statement that is a response to the question 'Why is this true?'



Argument

Several arguments can be present in a longer piece of writing



Finding the Supporting Evidence

Finding the evidence

Can consist of:

- Statistics, Details of past events, Anecdotes, Quotes, etc...

Cue words:

- Because, As a result, In the first place, For example, In addition, etc...



Evaluate the Supporting Evidence

Criteria to test the quality of the evidence:

- **A**ccuracy
- **P**recision
- **S**ufficiency
- **R**epresentativeness
- **A**uthority
- **C**larity of expression



Evaluate the Supporting Evidence

- **Accuracy**
 - Difficult to judge without an **independent source** of information
 - 2 ways to proceed:
 - Do our own research to verify accuracy
 - Use proxies to evaluate accuracy: trivial errors, grammar, spelling mistakes, inaccurate quotes, or lack of precision.



Evaluate the Supporting Evidence

- **Precision**

- Comes from numbers and quotes
- 18.4% is better than “quite well” or “almost 20%”
- Ambiguous words should not be overused
- Numbers and direct quote should be provided
- Precision creates the impression of accuracy
- Beware of over-precision



Evaluate the Supporting Evidence

- **Sufficiency**
 - How much evidence?
 - Importance of claim
 - Potential damage
 - Fallacy of hasty generalization

- **Representativeness**
 - Variety in the sources of evidence should match the variety in the population
 - Fallacy of hasty generalization



Evaluate the Supporting Evidence

- **Authority**
 - Training, credentials, experience of others
 - Classics or current writing
 - Context-dependent
 - Fallacy of false appeal to authority
 - Fallacy of argumentation ad populum (bandwagon)



Evaluate the Supporting Evidence

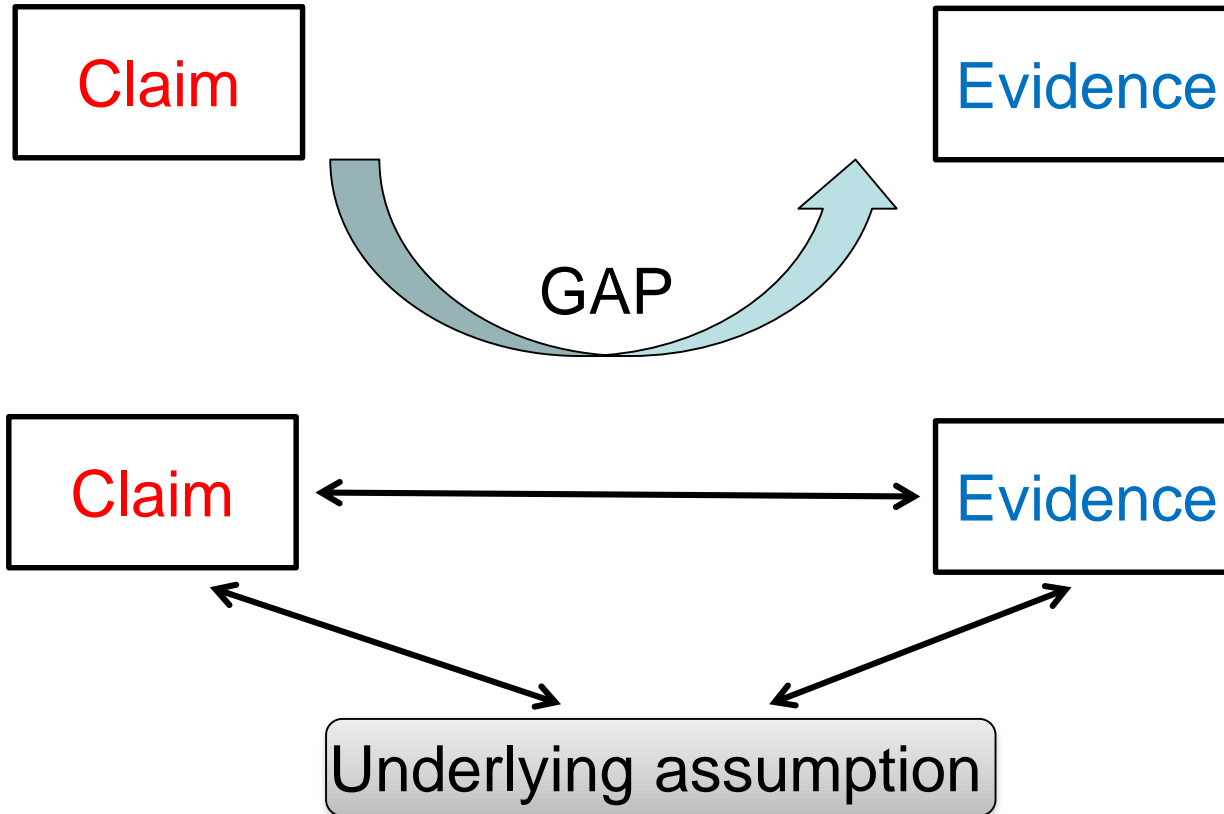
- **Clarity of expression**
 - Quantitative data should be interpreted
 - Direct quotation should also be interpreted
- Other objections: issues of relevance related to underlying assumptions

A sample analysis: Dyer's p. 27-29

**Practice with Dyer's textbook exercises
Pages 30 to 33**



Underlying Assumptions





Explore Underlying Assumptions

Reality assumptions

- Our beliefs about reality; about the way things are

Value assumptions

- Our ideals, our standards of right and wrong, the way things ought to be

We must challenge underlying assumptions!



Causal Claims

- Causal explanation = Author's interpretation of cause & effect relationships
- Rival causes: The same evidence can be consistent with different interpretations
- 3 types of Rival causes related to:
 - Differences between groups
 - Association of characteristics
 - Reverse causation?
 - Effect of 3rd variable?
 - The post hoc, ergo propter hoc fallacy

<After this> <Therefore> <Because of this>

Techniques of Persuasion

- How do authors convince us to agree with their point of view:
 - The quality of the evidence: the ones presented, and also the ones omitted because they are incompatible with the claim.
 - The soundness of the causal argument: alternative causal explanations undermine the confidence in the author's conclusions.
 - The underlying assumptions: The extent to which the reader agrees with the author's underlying assumptions influence the decision to accept and to reject the claim



Techniques of Persuasion

- So, what do we need to do to convince our readers (*a “how to” approach*)
 - Anticipate objections based on:
 - negative evidence
 - alternative causes
 - conflicting assumptions
 - Counter-argue objections



Techniques of Persuasion

- So, what do we need to do to convince our readers (*a “how to” approach*)
 - Limit claims you cannot rebut
 - Acknowledging limitations makes your writing MORE persuasive
 - Limits to generalizations
 - Level of probability less than 100%
 - Re-defining terms
 - Rhetoric – use of language to convince
 - Detail (evidence and assumptions)
 - Tone (scholarly vs. narrative)
 - Vividness (being concrete draws attention)



Dealing with objections to your views

- **Introducing potential objections**
 - Here, some readers will probably object that _____
 - Some may challenge my view that _____. Indeed, my own argument that _____ seems to ignore _____ and _____
 - *[Naming potential objectors]* It is likely that corporate leaders *[or other named group]* would take issue with my claim that _____
 - But, you may be thinking, is my proposal realistic? What are the chances of its actually being adopted?
 - Yet is it always true, as I have been suggesting, that _____?
 - Does the evidence I've cited demonstrate conclusively that _____? Perhaps not.
- **...then answer the objection persuasively**

Dealing with objections to your views

- **Making concessions & limiting your claims**
 - Although I grant that _____, I still maintain that _____
 - Proponents of X are right to object that _____, but they exaggerate when they claim that _____
 - While it is true that _____, it does not necessarily follow that _____
 - On the one hand, I agree with the view that _____, but on the other hand, the weight of the evidence makes me still insist that _____

Reference: Graff & Birkenstein, *“They say, I say”*



Writing a Persuasive Essay

- Outline your (contestable) claim and sub-claims
 - Ask yourself: “Why do I think this claim is true?” List reasons
 - Logic of your argument must be crystal clear
- Arrange your evidence that support the claim
 - 2-3 pieces of evidence for each sub-claim (sufficiency; accuracy)
 - Views of experts; Quotes from interviews (authority; precision)
 - Statistics (precision)
 - Examples from your own experience, diverse, variety of others (representativeness)
 - Detailed descriptions / background information (precision)
 - Give each section of your essay a meaningful subtitle (clarity)
 - Any negative evidence? Do you anticipate readers’ objections? Deal with them. Do you need more evidence?

Writing a Persuasive Essay

- Write your first draft
 - Don't try for perfection the first time
 - **Be careful not to plagiarize!!!**
- Revise your work
 - Team contributions have to be integrated – similar style
 - Write your introductory sentences – engage the reader's interest and attention
 - Write your concluding sentences – a strong ending tells people what they have learned
 - Add visual aids (charts, photos, clipart, concept maps)
- Full list of references





How do you assess whether or not the author convinced you.

- First you identify the claim of the article.
- Then you find the evidence that the author provides for the claim, and you assess whether or not the bunch of evidence meets the 6 qualities of good evidence.
- You conclude by answering the question whether you are convinced or not and explain why.

Note: You may also, in the 1st paragraph, give your answer to the question of whether or not you are convinced.

Sample analysis of evidence: Dyer's p.27-29

Do not forget!



- When answering a question:
 - If you are using a theory, name the author and the title of the theory and provide a quick summary of the theory.
 - If you are using a concept, define the concept.
 - If you are referring to an article, name the author and provide the title of the article.

Obviously the detail you provide depends on the available space for answering the question

Special Office hours

- I will be available in my office on Wednesday April 18 from 9:30 am to 3:00 pm.
- Drop by if you need my help.
- You can email me to book a specific time on April 18.
- You can always email me your questions and I will answer.



Don't forget.....

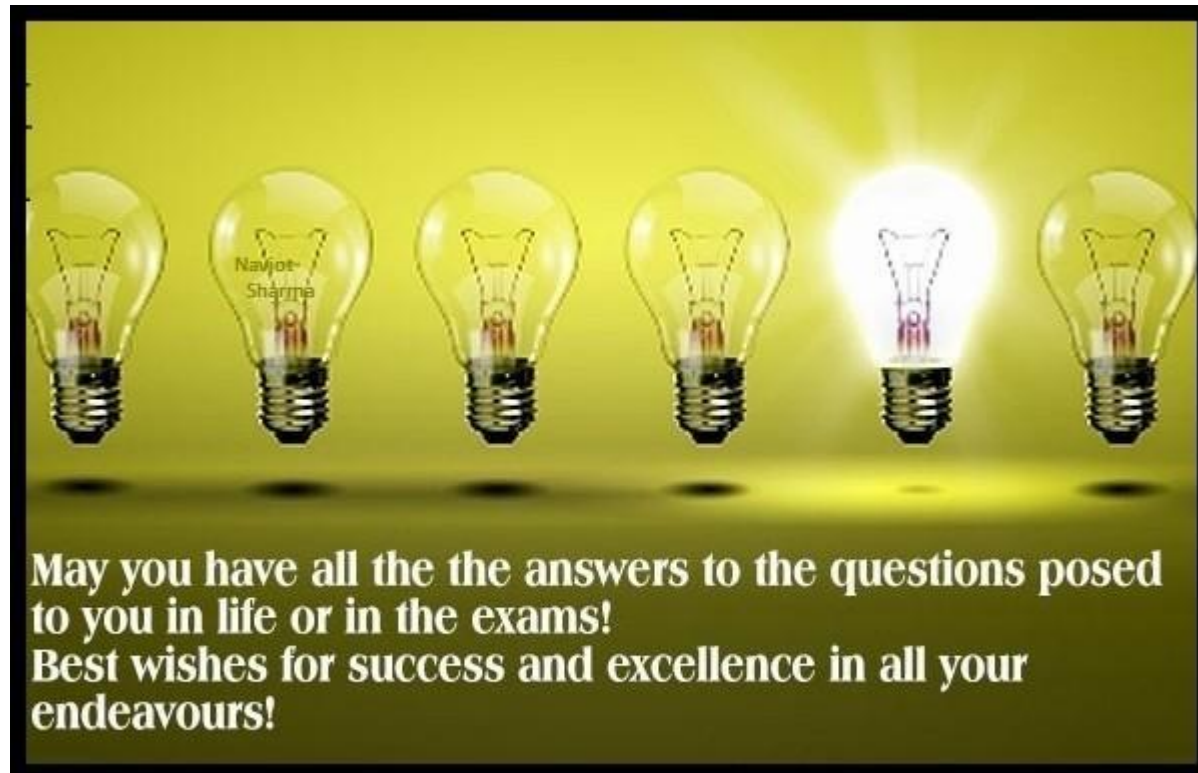


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