

### Summary

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My academic career began on 1 July 2015, as a tenure-track assistant professor of strategic management in the Rowe School of Business (RSB). I served 25 years in the Royal Canadian Air Force (July 1988 - February 2013) prior to joining the RSB. In the course of my military career I was an instructor and practitioner of military strategy.

**Teaching.** Major teaching accomplishments are outlined in detail in the following document. I have taught 12 courses since joining Dalhousie University and all 12 have received SRI scores well above 4.25. I have been asked to support 12 applications to law school, 10 applications to graduate programs, and countless job applications. 12 students have invited me to the annual RSB Celebration of Achievement, and others have requested my involvement with case competition preparation. My greatest teaching accomplishment is my continued impact on the lives of former students. Also of note, I was invited by the Society for the Advancement of Management Studies to attend a two-day workshop on the Future of Management Studies (both research and teaching) at Cambridge University in April 2019. This event brought together 30 management scholars from every continent to formulate a list of opportunities and concerns for the future of the field that would structure the Society's mission.

**Service.** Service to academe is a very broad opportunity to demonstrate engagement and leadership. It can provide: (a) exposure to the budgetary and social constraints that university administrators must consider; (b) an avenue to understand the ever-changing student experience; and (c) a means to remain at the leading edge of research. In short, service is a complement to teaching and research, and a path to professional development. In my four years at Dalhousie University, I have served at every administrative level including: member of Dalhousie University Senate; member and Chair of Dalhousie University Senate Appeals Committee; member of the Faculty of Management BCOMM Program Review Committee; member of the RSB Strategic Renewal Steering Committee; Director of the International Student Success Program (ISSP); mentor to, and Co-Lead of, the Prince's Operation Entrepreneur; Faculty Advisor to the International Student Case Competition, the First-Year Case Competition, and the Atlantic Throwdown Case Competition; Faculty Advisor to the BCOMM Distributive Education Clubs of America — University (DECA-U) competition team; Faculty Co-Coach of the full JDCC Competition Team, and Coach of the JDCC Strategy Team; member tenure-track faculty search committee (Management); and an ad hoc reviewer to *Administrative Science Quarterly*, *Management Science*, *Personnel Review*, *Equality, Diversity & Inclusion*, *Small Business & Entrepreneurship*.

**Research.** The major research accomplishments in the first four years of my academic career include: the defence and completion of my PhD dissertation, the publication of an abstract in the Academy of Management Conference 2016 proceedings (with a recent A+ citation in *Management Science*), a KPMG/Family Business Centre grant in 2016 (with two co-applicants), a SSHRC IDG grant in 2018 (with two co-applicants), and a research paper now in-press (with two co-authors). In addition, my dissertation chapters are under revision for eventual publication. I have two significant research projects under way with co-authors in the RSB and at the University of Texas. The first is an examination of the role of family social networks in the succession decisions of family firms (with empirical data from Atlantic Canadian firms). The second is an investigation of the way in which social networks influence unethical behaviour in organizations.

## Teaching philosophy

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My approach to strategic management education is founded on two premises: (1) that the overarching goal is to prepare selected individuals for future leadership roles and responsibilities in a complex and ambiguous environment; and (2) that to be most effective, I must both engage and challenge my students to develop critical thinking skills. To these ends, I require my students to be self-reflective, to respect a diversity of backgrounds and opinions, and to contribute with mutual respect.

I firmly believe that today's learning-centred classroom must be a microcosm of global realities; one that ensures the personal needs and the aspirations of an increasingly diverse student body are addressed. Diversity provides an opportunity for a richer learning experience. As a teacher, my approach has evolved from an awareness of the issue to an innate understanding of what drives human interactions — a sensitivity drawn from life experiences, professional skills, and a sense of self within a changing cultural milieu.

I was drawn to a PhD specialization in social networks and organizational strategy in order to better understand the transfer of information within structured unstructured groups of individuals — this also describes the modern classroom, and the work of a university teacher. I stand committed to working with students individually and collectively to ensure that the classroom environment promotes the guiding principles of the institution within a safe, multi-cultural framework of inclusion, respect for the individual, for each other, and for the values of society as a whole. With this in mind, my personal, professional, and academic experiences and principles can help to provide awareness of some of the base from which I will draw.

I experienced and benefited from diversity throughout a previous career as an officer in the Royal Canadian Air Force, and in the course of my PhD studies. It was incumbent upon me to generate elements of overlapping interest in order to create a cohesive unit out of disparate individuals, whether this was as the Lead Navigator on a crew of 10-14 individuals, in the classroom as an instructor, or as a recruiting officer. For example, the classes I instructed often included a number of students from the various NATO nations (all with varying proficiency in English — the operating language), different operational backgrounds (Army, Navy, Air Force, Marines, and Special Forces), and varying ranks. At times civilians were added to the mix. By drawing upon my experiences and working within the parameters of a military framework, I created an inclusive climate in which everyone worked towards common goals — learning the material, and learning from the experiences of others. I required the engagement of each student in open dialogue in order to increase sensibilities, and the responsible participation of the majority to encourage the joint sharing of experiences.

It is this last point which is most important for today's cohort of management students — there is often no single right answer, but from a multitude of experiences one can determine effective courses of action. Modern organizations are increasingly diverse. It is important to broaden the perspective of our students such that diversity of opinion and knowledge is seen as an opportunity to generate novel ideas. At the same time, however, we must provide our students with tools to engage diverse individuals with the organization's goal, to make that goal the one to which everyone strives. This means demonstrating the advantages that come from embracing diversity,

and the ways in which to create a unity of purpose.

My interest in understanding the implications of, and opportunities arising from, diversity are reflected in my research. Drawing upon the ideas of homosocial reproduction<sup>1</sup> and homophily,<sup>2</sup> my dissertation seeks to understand the ways in which organizations can overcome the prevailing tendency for individuals to interact with similar others. I suggest that organizational performance increases (through better knowledge transfer) when individuals interact in the best interests of the organization; organizations can and should create an overriding similarity of purpose that provides individuals with an incentive to connect based upon organizational goals rather than interpersonal demographic similarity.

Diversity is an issue of compelling interest for policy makers in government and higher education. For the latter, it is increasingly important to advance the perspective of students regarding the benefits from diversity in preparation for future roles in business, government, and society. Diversity in these settings exists in a number of forms: ethnicity (culture, race, language), religion, gender, sexual orientation, disabilities, age, education, rank, and profession. Studies have demonstrated that: “exposing students to a wider range of opinions improves the quality of those students’ intellectual advancement.”<sup>3</sup> The increased prominence of the issue of diversity<sup>4</sup> however, demands greater engagement by those within the institutions of higher education. I have experience with, and am fully capable of engaging in, diversity initiatives.

The courses that I have developed and instructed were designed to foster self-directed inquiry such that the educational process did not end upon graduation — becoming an effective leader is a life-long endeavour. I present students with the theoretical underpinnings for a subject (e.g., strategy), and challenge them to apply a combination of theory and previous experience to solve complex problems in diverse group settings. My teaching philosophy is rooted in extensive instructor and leadership experience and a pedagogy that draws upon the Socratic method, Bloom’s taxonomy, and the case method.

In summary, education is not a one-time classroom event — it must be ongoing. This sentiment is especially relevant for a subject as inherently uncertain as strategic management, and for the continued development of future leaders. I explore and expand upon this idea through my research by seeking to understand the ways in which ideas are generated and flow among individuals. The crux of my research and teaching is the identification and removal of interpersonal boundaries to knowledge transfer, and the development of a consensus of purpose to improve both educational and organizational effectiveness.

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<sup>1</sup> Kanter, RM. 1977. *Men and Women of the Corporation*. New York, NY: Basic Books.

<sup>2</sup> Lazarsfeld, PF & Merton, RK. 1954. Friendship as a social process: A substantive and methodological analysis. In M Berger, T Abel & CH Page (Eds.) *Freedom and Control in Modern Society*: 18-66. New York, NY: Van Nostrand.

<sup>3</sup> Milem, JF, Chang, MJ & Antonio, AL. 2005. Making diversity work on campus: A research-based perspective. In *Making Excellence Inclusive: Preparing Students and Campuses for an Era of Greater Expectations*. ([http:// www.aacu.org/inclusive\\_excellence/documents/Milem\\_et\\_al.pdf](http://www.aacu.org/inclusive_excellence/documents/Milem_et_al.pdf))

<sup>4</sup> US Supreme Court ruling, GRUTTER V. BOLLINGER (02-241) 539 U.S. 306 (2003) 288 F.3d 732, affirmed.

## Evidence of teaching excellence

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### Student ratings of instruction

I have had the opportunity to teach 12 courses,<sup>5</sup> and to impact 497 fourth-year Bachelor of Commerce, and 81 second-year MBA students (see the summary for the most recent nine courses below at Table 1). My teaching was concentrated in nine sections of the undergraduate-level capstone course, COMM 4352: Strategic Management, one section of the undergraduate-level capstone course, COMM 4351: Competitive Strategy, and two sections of the graduate-level BUSI 6005. I also volunteered to teach an additional two sections of COMM 4352 for five weeks to cover a faculty member's illness in my first term of teaching (winter 2016).

Course	Academic Year	Section	Enrolled students	SRI item #8
<b>COMM 4352 Strategic Management</b>	2016/17	1	55	4.83
		2	55	4.65
		3	55	4.60
	2017/18	1	53	4.83
		2	37	4.77
2018/19	1	53	4.95	
<b>COMM 4351 Competitive Strategy</b>	2018/19	1	55	4.64
<b>BUSI 6005 Strategy Implementation</b>	2017/18	1	38	4.29
	2018/19	1	43	4.50

**Table 1:** Summary of courses taught (July 2016 - June 2019)

My average overall teaching effectiveness (from Student Ratings of Instruction, question 8 — overall teaching effectiveness) across these 12 courses is 4.67, compared to 4.11 for the RSB, 4.09 for the Faculty of Management, and 4.12 for Dalhousie University over the same period (all mean scores — see Table 2 for details). The majority of my assigned teaching has taken place in the undergraduate BCOMM program where my overall teaching effectiveness (for a required course in the final semester of the program) was rated at a mean of 4.76.

Student written comments have provided valuable information for self-reflection. While strong SRI scores are complimentary, the signed comments from students provide valuable feedback for improving my instruction (see Appendix A for comments from one section of COMM 4352 in 2016 and a second in 2018). The most gratifying assessment of my in-class performance has been the

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<sup>5</sup> I negotiated a teaching load of three courses in my first year of teaching as part of accepting an offer of employment at the RSB. My teaching load in years two, three, and four was set at three in recognition of my role as the Director of the International Student Success Program.

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emails I have received from former students as either a thank-you, or as a request for a letter of reference for employment or post-graduate studies (see Appendix B).

The most surprising feedback from students has been invitations to the RSB Celebration of Achievement. I was amazed by the requests from three students to accompany them to the awards luncheon following my very first teaching term (winter 2016). The invitation is meant to recognize a professor who has had a profound influence on the student over the course of his or her studies. I was astonished at being invited by students who I had only known for three months. I received further invitations from two students following the 2017, 2018, and 2019 winter terms. Another student from the 2017 winter term asked me to become the faculty advisor to the RSB, Distributive Education Clubs of America (DECA-U) team based upon his evaluation of my case teaching method.

Academic Year	Course	Rowe School of Business	Faculty of Management	Dalhousie	Bill Foster
2016/17	COMM 4352	4.18	4.11	4.11	4.69
2017/18	COMM 4352	4.14	4.07	4.13	4.80
	BUSI 6005				4.29
2018/19	COMM 4351	4.01	4.04	4.09	4.64
	COMM 4352	4.12	4.14	4.13	4.95
	BUSI 6005				4.50
<b>Average (2016/17 - 2018/2019)</b>		4.11	4.09	4.12	4.67

**Table 2:** Summary of overall teaching effectiveness (July 2016 - June 2019)

The Student Ratings of Instruction and the signed student comments from my first four years at the RSB demonstrate my commitment to teaching and continued improvement. I have gone to great lengths to create inclusive classrooms, and to impart my passion for the conscientious and critical implementation of organizational strategy. I recognized following the 2016 winter term that there were ways in which I could improve the content and delivery of the course and entered into wide-ranging discussions with my students about their prior educational experiences, and their motivations for learning.

In particular, I learned that my heritage and prior career mark me as the least diverse member of my classroom (a middle-aged, anglophone, white male from southern Ontario, with a wife and family). This realization provided the impetus for diversity and inclusion discussions beginning in

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the 2017 winter term; these represent the idea that a person's observable characteristics are not wholly indicative of his or her knowledge, preferences, values, or experiences.

## Teaching expertise

My teaching philosophy speaks to the requirement to create an environment that supports and draws upon the diversity of backgrounds, opinions, and thought in the business school classroom. My pedagogy rests upon three foundational instructional structures for learning-centred course design:

- (1) **The Socratic method.** The use of the *elenchus*<sup>6</sup> when presenting the students with business cases to discuss strategic management theory. For example, in discussing a strategic recommendation students often rest the recommendation on a superficial cost-benefit analysis. Questioning the students to explore other aspects of strategic organization enables the students to think more critically about the other aspects of strategy (e.g., network effects, knowledge spillovers, risk mitigation, etc.) that are not as objective as dollar figures, and to challenge their own beliefs about firm performance.
- (2) **Bloom's taxonomy.** A scaffolding device for student self-analysis and higher-level thinking.<sup>7</sup> Strategic management education requires the integration of functional-level courses (e.g., finance, accounting, marketing, etc.) with strategy theories in order to critique the decision-making of protagonists in a business case. I challenge the students to recall knowledge from other courses, to apply new theories from strategy, and to analyze data from a case so that they may synthesize an alternative solution. In the capstone strategy projects, the students are asked to go a step further and to evaluate the material from all four years of study to determine the most appropriate frameworks to analyze, critique, and evaluate an existing firm.
- (3) **The case method.** The repetitive use of documented experiences in order to develop a structured, disciplined, and ultimately natural decision-making process.<sup>8</sup> This is primarily a small-group oriented activity in which students are asked to take the role of a decision-maker to analyze, critique, recommend, and defend a course of action in the face of an organizational issue.

I routinely "flip the classroom" so that those students who are intimidated by the large class setting can comfortably contribute to discussions. It also requires students to come to class prepared, and to take responsibility for their own learning. This reflects my beliefs that fundamentally business schools develop future leaders, and that leadership development begins with self-direction and learning-centred course design.

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<sup>6</sup> "[T]he elenchus is a deceptively simple way of asking questions about beliefs, where sustained cross-examination and the use of counter-examples reveal contradictions that would otherwise go unrecognized." (from Morrell, J. 2004. Socratic dialogue as a tool for teaching business ethics. *Journal of Business Ethics*, 53: 383-392.

<sup>7</sup> Athanassiou, N, McNett, JM & Harvey, C. Critical thinking in the management classroom: Bloom's taxonomy as a learning tool. *Journal of Management Education*, 27: 533-555.

<sup>8</sup> Corey, ER. 1999. A note on case learning (HBS course note 9-899-105). Harvard Business School Publishing: Boston, MA.

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Beyond my teaching in the RSB, I have had the opportunity to impact individual learning and to develop instructional and teaching expertise in four unique environments: (1) maritime patrol navigation; (2) military strategic planning; (3) MBA-level teaching assistant; (4) soccer coaching; and (5) MBA experience. My involvement in these activities is summarized below:

- (1) **Navigator instructor** (March 1998 — August 2000). As a navigator standards and training officer on 415 (Maritime Patrol) Squadron, I was responsible for the training progression of the Squadron's navigators (akin to undergraduate education); this involved developing individualized training plans, monitoring progress, and intervening when progress was slow. I conducted annual "check-rides" and prepared annual exams to confirm that each navigator's performance was above the minimum required standard. I also developed training plans to address any short-comings. I found my instruction was most effective when I was able to tailor training events to the individual learning style of the navigator "in the seat."
- (2) **Strategic planning instructor** (September 2000 — August 2006). While a member of the Canadian Forces, I spent six years as the lead instructor for the development and delivery of three executive education courses for senior military officers (ranks of Major to Brigadier-General) from all branches of service, various NATO nations, and other allies.<sup>9</sup> Through a combination of lectures, seminar discussions, case studies, and simulations, the students learned to analyze and synthesize data, formulate and implement strategic courses of action, and assess their degree of success. There is a striking parallel between capstone courses in strategic management and planning scenarios using the "operational art".<sup>10</sup>
  - (a) *Exercise Strategic Bridge*. A two-week intensive set of lectures and seminar discussions, followed by a case-study of military strategic resource planning, for the students of the National Security Studies Program (NSSP) for Colonels and Brigadier-Generals, and civilian equivalents (Master of Defence Studies — Executive MBA equivalent). For curriculum development, it was my responsibility to develop teaching points from the senior officer educational standards and the NSSP goals, learning objectives and outcomes, and to incorporate approved revisions from previous course critiques. For curriculum delivery, it was my responsibility to locate and engage subject-matter experts to deliver portions of the course, and to personally prepare and deliver a number of related classroom sessions. To confirm the students' learning I developed and oversaw the two-day capstone case study that followed the classroom lectures and seminar discussions.
  - (b) *Exercise Final/Friendly Lance and Exercise Unified Warrior/Enforcer*. A number of two-week intensive simulations ("exercises") of military strategic planning, which included both

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<sup>9</sup> The Canadian Forces College pedagogy is based upon Bloom's Taxonomy. I instructed at the latter stages of Bloom's cognitive (levels of analysis, synthesis, and evaluation), affective (levels of organizing and characterizing), and psychomotor domains (levels of adaptation and origination).

<sup>10</sup> "...the use of military forces to achieve strategic goals through the design, organization, integration, and conduct of strategies, campaigns, major operations, and battles. Operational art helps commanders use resources efficiently and effectively to achieve strategic objectives." Retrieved from: [www.au.af.mil/au/awc/awcgate/opart/opart-jrm.htm](http://www.au.af.mil/au/awc/awcgate/opart/opart-jrm.htm).

the confirmation of military strategy teachings from earlier in the program, and an introduction to the theory of formal strategic staff planning. There were two events per academic year for two different programs: the Joint Command and Staff Program (JCSP) for Majors and Lieutenant-Colonels, and the Advanced Military Studies Program (AMSP) for Colonels and Brigadier-Generals (both programs are Master of Defence Studies — MBA equivalent). It was my responsibility to develop the simulation scenario document, to engage subject matter experts (usually 30 individuals), to deliver portions of the simulation setup, to oversee the two-week “exercise” periods, and to develop and implement revisions based upon course critiques.

- (c) *Field Study — Europe*. A 10-day “staff ride”<sup>11</sup> to Canadian battlefields in North-West Europe, and NATO and EU headquarters. This planned learning event recreated significant historical events while engaging participants in open reflection and discussion (Becker & Burke, 2014). The Field Study included upwards of 130 students and staff from the Joint Command and Staff Program (JCSP) (Master of Defence Studies — MBA equivalent). I was responsible for all aspects of the planning and execution of the trip. In terms of the educational content, I liaised with the various headquarters to ensure lectures would meet the teaching objectives, and I engaged historians to provide and deliver consistent battlefield lectures and case studies.
- (3) **Teaching assistant**. While a PhD candidate, I was asked by Professor Bill McEvily of the Rotman School of Management, University of Toronto, to be a teaching assistant throughout the academic years 2013-2014, and 2014-2015. I observed Professor McEvily’s teaching, and graded assignments in two MBA courses: Strategic Change and Implementation (two sections), and Leveraging Strategic Networks (one section).
- (4) **Soccer coaching**. I played soccer competitive soccer for 35 years, and have coached youth competitive soccer for the past 12 years. My experience on the field translates to the classroom and vice versa. Continuous improvement is the most obvious example; in the past year, I have taken coaching courses on the Psychology of Performance, and Anxiety and Stress Reduction Techniques. The students who visit my office in the Rowe School commonly feel enormous pressure, stress, and anxiety. Enabling the student to cope is an increasingly important dimension of my role as a teacher. Another example of the relationship between coaching and teaching is the search for signs of learning. Whether it is trying to impact the passing skills of an eight-year-old athlete, or a 22-year-old student’s understanding of the relationship among the elements of organizational design, it is my responsibility to create appropriate learning opportunities, to observe performance, and to enable reflection and improvement.

It was my experience running 10-day military operational planning simulations that led me to focus my MBA (and PhD) studies on organizational strategy. The four activities listed above developed my instructional technique, and my knowledge of both military and business strategy. My time as an MBA student represents a fifth contribution to my teaching expertise — understanding the business student experience.

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<sup>11</sup> For a discussion of the relevance of staff rides for management education, see Becker and Burke, Instructional staff rides for management learning and education, Academy of Management Learning and Education (under review).

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(5) **MBA experience** (May 2002 - April 2006). I have a deep appreciation for what it means to be an MBA student. My area of concentration was Strategy and Organizations, which is now the focus of my PhD research and represents my main teaching interests. I attended MBA courses in both a full-semester and intensive format, and experienced case studies and a considerable amount of group work. As a result, I have my own observations and opinions regarding instructor effectiveness — effective professors respect the experience of MBA students and facilitate lively debate around teaching points. Similarly, a professor’s ability to convey ideas is enhanced through preparation, clarity of presentation, the use of a variety of teaching aids, and a willingness to be available outside of class (through a number of means).

As the examples above demonstrate, teaching and instructing are activities that I have pursued over the course of my military and academic careers. I have also had the opportunity to learn from, observe, and interact with a number of very positive exemplars:

- Professor Sarah Kaplan — the outcomes of a diverse and inclusive classroom
- Professor Bill McEvily — the reciprocity between teachers and students
- General (retired) Helge Hansen — the teacher’s role as a leader
- Brigadier-General (retired) Don Mcnamara — military and business parallels
- Professor Mihnea Moldoveanu — the importance of subject-matter expertise

I was hired by Dalhousie University as a professor of strategic management. This is my first experience as a teacher in a university setting. I have now experienced: four years of instructing fourth-year BCOMM students; two years of teaching second-year MBA students; the supervision of one graduate-level thesis project and one graduate-level directed reading course; and the delivery of one executive education course. Teaching a required course outside of the functional majors of study to students in the final semester of their degree programs has been a unique opportunity. Maintaining focus and engagement has been the overriding challenge. The particularities of the courses I have taught are summarized in the teaching award assessment rubric (see Table 3).

Weighting	Criterion	Summary of evidence
65%	<b>Mean score on SRI item # 8</b>	4.67/5.00 = <b>60.75</b> /65.00
	<b>SRI results demonstrate development/improvement over time</b>	COMM 4352 (2016/17): 4.83; 4.65; 4.60      mean 4.69
		COMM 4352 (2017/18): 4.83; 4.77      mean 4.68
		COMM 4352 (2018/19): 4.95      mean 4.95
		COMM 4351 (2018/19): 4.64      mean 4.64
		BUSI 6005 (2017/18): 4.29      mean 4.29
		BUSI 6005 (2018/19): 4.50      mean 4.50
	<b>Number of courses &gt; 50 students</b>	6/7 (BCOMM; 50 not possible at MBA)

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	<b>Number of required courses</b>	9/9 (BCOMM and MBA)
	<b>Number of courses in years 1/2</b>	0/9 (BCOMM)
	<b>Number of courses in years 3/4</b>	9/9 (4 <sup>th</sup> -year BCOMM; 2 <sup>nd</sup> -year MBA)
	<b>Number of graduate courses</b>	2/9 (2 <sup>nd</sup> -year MBA)

Table 3: Management teaching award assessment rubric

The preceding discussion highlights my knowledge of teaching and learning, and my pedagogy for strategic management education. The signed SRIs (at Appendix A) and emails (at Appendix B) demonstrate student assessments of my teaching expertise. The following experts provide support for:

- student recognition of my teaching ability
  - ▶ 4.67 mean SRI score over the most recent three years
  - ▶ *Professor Foster was truly one of the best professors I've had throughout my undergraduate degree (I think a lot of students can agree). He exerted just enough discipline on his students to motivate them to move outside their comfort zone. He understood that in order to teach a strategy class you must be strategic because your class is filled with a unique mixture of majors and abilities. He recognized the mix of business people in the room and gave each an opportunity to exert their strengths and practice to improve their weaknesses. In addition to his in class teaching skills, he answered his emails timely and was always in his office during office hours.*
  - ▶ *Bill Foster is easily the most helpful and supportive professor that I have had at Dalhousie. Instead of building motivation just on grades – he genuinely makes you want to understand the subject matter and do well. He consistently made an effort to have engaging lectures and took into account how the students in class would engage in the lecture material. Watching videos in class to elevate class topics engaged students more than other methods and he took that into account and used more videos. He genuinely cares about his students, our learning and supporting us instead of a rigid attitude that most professors have. He understand the bigger picture of what learning should be and is what I hope every professor strives to be.*
- my active engagement of students in learning through interaction
  - ▶ *Thank you for bring [sic] life to the class because it made things more enjoyable every day.*
  - ▶ *Bill Foster is easily the most helpful and supportive professor that I have had at Dalhousie. Instead of building motivation just on grades – he genuinely makes you want to understand the subject matter and do well. He consistently made an effort to have engaging lectures and took into account how the students in class would engage in the lecture material. Watching videos in class to elevate class topics engaged students more than other methods and he took that into account and used more videos. He genuinely cares about his students, our learning and supporting us instead of a rigid attitude that most professors have. He understand [sic] the bigger picture of what learning should be and is what I hope every professor strives to be. my ability to communicate at levels appropriate to the students' abilities*
  - ▶ *Professor Foster used real life stories which were a great way to connect material to applications. he [sic] also encouraged readings outside of class which contained a lot of valuable content.*

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- the high standards required for course deliverables and my motivation of students to meet those standards
  - ▶ *Bill allowed us to learn in our own way — whether that was by participating in class discussions or smaller group work. He used a combination of learning materials (readings, videos, lectures, guest speakers) to ensure that each topic was driven home. I feel like I am coming away from the course with a deep understanding of organizational strategy. Additionally, I felt like Foster believed in our learning capabilities — challenging us with harder cases and assignments. I am so happy he didn't "baby" us like some professors do.*
- my willingness to be accessible to all students at any time
  - ▶ *He was very open and approachable. I felt like he genuinely cared about how I was doing not just as a student but as a person. This made it easy to discuss any problems I was having with the course so we could work on how to get past them.*
  - ▶ *He is a very qualified professor. No matter what questions I have [sic] about the course, just email him and he will answer the answer very seriously. His lectures are also very quality, and I can understand the content of the course very easily. He is one of my favorite [sic] professors in four years of university. He is very patient with the students, I am not a good student, but I really like the professor's class. His class is very interesting and I am willing to study hard. If all the professors in the university are like him, I will study each lesson very seriously.*
- my use of novel teaching techniques and instructional technology to engage student interest
  - ▶ *Professor Foster has been the best professor I have had the opportunity of learning from in my four years at Dalhousie. He explained learning materials in a way that made it easy to understand and showed genuine enthusiasm and interest in each students learning. One thing I am extremely grateful for was the way Professor Foster treated students. He always made sure that we were understanding the material, and teated us like adults at the same time. Professor Foster treated us with respect from day one and consistently did so until the last class of the semester. I really liked his integration of 12 Angry Men and the way he used other videos in class to enhance my learning. Professor Foster also brought in a fantastic guest speaker who kept a large auditorium the most captivated I have seen at any class in Dalhousie. Great choice.*
- my use of evaluation methods that foster development of understanding
  - ▶ *Foster always treated his students with a high amount of respect and always made sure that his expectations of our learning were known and that if we struggled he would be available to us to help. I always felt very comfortable in his classroom and always felt as though I could share an opinion and further my knowledge on a subject. He always provided feedback to our assignments and discussions and made sure that we knew what we should work on in the future. He related course concepts to real world situations which made everything so much more interesting and relevant to me personally. I will miss this class and Foster!*
- my growth in expertise (i.e., improvement over time)
  - ▶ *increasing maximum and minimum SRI scores within COMM 4352 over three years: 2017 — max 4.83, min 4.60; 2018 — max 4.83, min 4.77; 2019 — max 4.95 demonstrates increasing performance and consistency of approach among different groups of students*
  - ▶ *As a professor, Bill Foster has grown throughout the semester. The first couple of weeks were*

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*tough, but he quickly adapted and was embraced into the Dalhousie community. Practice makes "perfect", and I think that Foster has the ability to be one of the better (among the best) professors at Dal in the coming years. He is a fantastic addition to the faculty!*

- ▶ from the first section of my teaching career — Jan-Apr 2016
- ▶ *Thank you Professor for two great semesters to finish off my undergrad. I think I speak for the class when I say we were lucky to have landed in your section of this course and I am thankful that we were lucky enough to spend two semesters in your class rather than just one. Keep up the fantastic work you're doing. Dalhousie is lucky to have you and I think you have made our BCOMM degrees significantly more valuable by teaching us our two final mandatory courses. I appreciate your hard work and dedication to our learning, thank you again and cheers!*
- ▶ from the most recent section taught — Jan-Apr 2019

## Curriculum and instructional development contribution to peers

I have taught 12 sections of students across three different courses. Both COMM 4352 and BUSI 6005 use syllabi that I developed and refined to fit my teaching philosophy and pedagogy. COMM 4351 used a syllabus developed and led by a colleague co-teacher.

- (1) *BCOMM 4352: Strategic Management.* For the past four years I have been the Course Coordinator for BCOMM 4352. In that time I have restructured the syllabus and lectures to provide each student with an opportunity to discuss topical readings, to present a summary of those discussions to the entire class, and to learn from relevant business examples. Each case discussion was selected to highlight the content of the preceding lecture, and to develop the oral presentation of a logical argument. The course assignments and exam were all case-based to develop and test the students' written presentation of a logical argument. The course also overlaps with BCOMM 4351 in both content (strategic analysis), and in the capstone project. The delivery of the capstone project requires a substantial time commitment throughout the summer and fall terms to review and approve projects, and to coordinate the handover of the projects and teams from the fall to winter term.

I modified the BCOMM 4352 syllabus considerably upon my arrival at the RSB. The structure of the course was changed to enable the delivery of a theory lecture in the first class of a given week, which was then followed by a related case discussion in the second class of that week. I also selected a simplified model of strategy implementation to permit the inclusion of lectures and cases related to organizational culture, strategic leadership, and persuasion. Another significant change was the introduction of the Rowe Strategy Speaker Series in 2017.

Ms. Alex Johnston,<sup>12</sup> Vice-President of Strategy and Public Affairs at the CBC, concluded the course with a lecture to all five sections of COMM 4352 about the challenges of, and lessons she has learned about, strategy implementation. In 2018, Dr. Pascal Bécotte, Russell Reynolds Global Operations & Supply Chain Officers head of practice, and Mr. Raymond Leduc, Vice President Business Development, Volvo Group, Prevost and Nova Bus divisions, concluded the COMM4352

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<sup>12</sup> Ms. Johnston was formerly the Executive Director of Catalyst Canada, an organization devoted to understanding and promoting women in business. In collaboration with the Rowe School's Women in Business Association, I organized an evening event at which Ms. Johnston spoke to interested BCOMM students about her experiences.

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and BUSI 6005 courses with a combined lecture that discussed strategic management across a number of industries (computing, aviation, transportation), and provided career advice. Dr. Bécotte returned to lecture the students again in 2019. The Strategy Summit speaker series is an initiative that I intend to repeat and expand in future years.

- (2) *BUSI 6005: Strategy Implementation*. I revised this syllabus to incorporate an initial discussion of theory, followed by a case discussion to highlight that day's theory. I also included classes on strategic leadership and the motivation and influence of organizational members when implementing strategy. There are further revisions to make having taught the course for the first time in winter 2018. There are similarities between the BCOMM and MBA course content, although the in-class structure, expectations, and feedback are different; so are the assignments and grading expectations. For example, the MBA students are required to submit a learning diary. Following each lecture the students are required to write a few notes on what they thought were the key learning points, and to then reflect upon the lecture's readings, case, and in-class discussion to extend the learning points to their own corporate-residency experiences.

I have also created a syllabus for a required course in the new MBA program now under review at the University level. The new Business Transformation course replaces Strategy Implementation and has the potential to be offered in an online and off-campus format.

- (3) *BUSI 6005: Business Transformation*. The pressures of globalization, technological change, industry resturcturings, and growing public demands for ethical conduct and environmental stewardship require modern business leaders to understand and implement business transformation — the discovery of a new or revised business model based upon an understanding of the past and present with a vision for sustainable future competitiveness. Business transformation is the reinvention of the organization through iterative changes to its interdependent processes and systems. The course provides students with knowledge of organizational architecture, complexity, and adaptive processes, culture and leadership. It prepares the successful student to undertake transformative roles in organizations of varying sizes and purposes.
- (4) *Prince's Operation Entrepreneur*. The Prince's Trust Canada asked me to mentor veterans through the Prince's Operation Entrepreneur (POE) as part of a 10-day course at the RSB. This:

*...seven-day intensive business boot camp is designed to help transitioning Canadian Forces members and veterans rapidly advance their entrepreneurial and business skills and knowledge. Each boot camp class is comprised of 20 burgeoning entrepreneurs from across Canada who arrive with a business idea and a passion to learn...Boot camps are held on campus at four Canadian universities: Université Laval, Dalhousie University, Memorial University, and the University of Regina between May and August each year.<sup>13</sup>*

I developed a three-hour lecture for the POE and have delivered it each spring since 2016. My session, entitled "Social networks and entrepreneurship", provides a primer on social network

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<sup>13</sup> <https://www.princesoperationentrepreneur.ca/programs/boot-camp>

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principles such as structural holes, brokerage, tie strength, and embeddedness. It also features the use of the Reciprocity Ring® to both reinforce the social network concepts, and to enable the participants to develop a network of early-stage entrepreneurs. Until recently, the RSB was the only POE location in Canada to include a social network session. In the past six months I have presented the Reciprocity Ring® to other university and Canadian Armed Forces (CAF) education staff; these presentations have put the Reciprocity Ring® into the curriculum at three other universities and into one-day CAF workshops. Feedback from the participants has been very positive, for example (from Twitter):

- Insightful morning with @kwilliamfoster @HumaxRR. Power of #socialnetworking @EnactusDAL @LaunchDal @Dalnews #Military #entrepreneurs
- Please never remove this from the program. #PunisherWaterfowl #VeteranOwned #VeteranMade

(5) *Executive Education*. In July 2019, I was invited to teach in Executive Education programs in the Centre for Executive and Graduate Education. I developed a day-long course in Strategic Decision Making for the Nova Scotia Health Authority which I delivered in November 2019. The cohort consisted of 25 “Established Leaders” who were unlike students in the BComm and MBA programs. This was an excellent opportunity to develop a new course, and to further develop my style of teaching and delivery. I received an average faculty rating of 6.7/7.0 from the students.

## Counselling and mentoring of students and peers

The signed SRI comments (at Appendix A) and student emails (at Appendix B) speak to my efforts to counsel and mentor the students in my courses. I routinely meet with students to discuss assignment expectations and to provide feedback. I have also helped students with mental health concerns, family emergencies, employment and school conflicts, career advice, and the use of strategic management concepts for broader life decisions. I reserve the final lecture of my courses for a period of self-reflection and to demonstrate the applicability of critical thinking for more than business decision-making.

*To be honest, the main reason I want you to represent me in my applications is because you were a straightforward, kind, and an understanding professor. This showed through one of my close friends in class dealing with some mental health issues in the winter semester, he reached out to you, and you were extremely understanding and permitting of his needs. This did not affect me necessarily, but I think it demonstrates your character of what you were willing to do for your students. I can guarantee that the majority of professors would not have been as accommodating as you were, and I really appreciate that in your style of teaching.*

— David Laird, BComm 2017

I have a significant mentoring role outside the classroom in my service positions as the faculty advisor to DECA-U, the faculty advisor to the International Student Case Competition (ISCC), and an advisor (ad hoc) to the Jeux de Commerce Central (JDCC) teams. I have mentored teaching assistants, co-op students, members of the Dalhousie Commerce Society (DCS) executive, and members of the Faculty of Management’s international student community. I also accepted the

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role of Director, International Student Success Program to gain insight into the international student experience and how it could be better leveraged in the classroom to enhance the learning of all students.

*The international students have told me you are kind and caring and considerate of their needs in trying to adapt the classroom to them. They appreciate the effort. They have found you approachable and accessible.*

— Linda MacDonald  
Senior Instructor, Business Communication  
Faculty of Management Teaching Excellence Award - 2017

It was evident in my first semester of teaching (winter 2016) that the students were not preparing for class to the degree I expected. I approached the BComm Program Committee to gain a better understanding of approaches that had been tried by other faculty members. I was invited to discuss the issue at a committee meeting and it became evident that the problem was widespread. To better understand the RSB's learning environment and to continue my professional development as a teacher, I supported the creation of the Teaching Community of Practice (TCoP) in the fall of 2016.

It is the TCoP's goal to provide a forum for the spread of best practices and a deeper understanding of the student experience in the RSB. I have led sessions on the use of videos (cases, documentaries, and subject matter experts) to enhance engagement, techniques to draw the international students into in-class discussion, and the use of cases.

*Bill has been an active member in our Community of Practice since inception and his consistent involvement has been an asset to the group culture and effectiveness. He was one of the instructors selected to be observed during our Teaching Master Class in January of 2018 due to his reputation as an engaging lecturer. I had the chance to visit Bill's classroom during the Teaching Master Class and was impressed. He clearly knew his students and was able to provide them with personalized feedback and attention, despite the fact that there were 40+ students in the room. He used a variety of tools such as small group discussion, large group discussion, case analysis and lecture within the 80 minute class which kept students focused and interested in the topic.*

— Laura Cumming  
Senior Instructor, Accounting  
Faculty of Management Teaching Excellence Award - 2015

## Creative use of instructional technology

I use instructional technology in order: to maintain student interest through an 80-minute (or three-hour) lecture; to highlight a teaching point in a unique and memorable fashion; and to substitute for guest speakers. I make use of videos in each theory class and to assist case discussions (when available and appropriate). Examples include:

- Silence of the Bees: Inside the Hive (PBS Nature) to highlight organizational structure and the counter-intuitive idea that beehives are structured around roles and not positional

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- authority (3 minutes)
- eHarmony Seeks Scientific Edge in Uncertain Game of Love (ABC Nightline) to augment the Harvard eHarmony case (9 minutes)
- Crimson Tide (mutiny scene) to demonstrate the idea that leadership is not restricted to positions, rules, or hierarchy (3 minutes)
- 12 Angry Men to discuss and analyze persuasion tactics (96 minutes)
- Listen, learn ... then lead (TED2011, General Stanley McChrystal) to discuss the need for life-long learning, and to understand the strategy implementation process within diverse and distributed organizations (15 minutes)
- Hunting For A Rare Congolese Weed Strain With “The Kings of Cannabis” (VICE on HBO) to discuss business ethics within both strategy formulation and implementation (15 minutes)

Guest speakers are an invaluable form of instructional technology. As stated earlier, I employ senior executives with strategy formulation and implementation experience for a course-ending lecture called the Strategy Summit. The in-class student reading groups are responsible for retrieving and reviewing the biographies of the guest speakers and must provide at least one strategy- or career-related question to facilitate the guest’s preparation. Students are also responsible for meeting, escorting, introducing, and thanking the guests.

Another example of instructional technology is my use of current affairs, magazine, and newspaper websites to generate in-class discussion. It is important for business professionals and students to understand current affairs. I routinely hand out recent articles about business decisions (e.g., the re-emergence of Palm and Steph Curry’s role as a brand ambassador<sup>14</sup>) to highlight the learning objectives of a particular class. This may also involve asking the students to use their laptops to search the subject in class and to then drive the discussion.

A further example of the instructional technology I have employed is the Reciprocity Ring®.<sup>15</sup> I support the POE each spring with a lecture about entrepreneurial social networks. The lecture begins with an overview of social network theory and its application to opportunity and market search, and the ways in which social networks provide access to human and financial capital. The second-half of the lecture makes use of the norm of reciprocity: “(1) people should help those who have helped them, and (2) people should not injure those who have helped them.”<sup>16</sup> The Reciprocity Ring® demonstrates the hidden power of social networks through the simple act of asking for assistance. This is a practice that I also use in leading my courses.

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<sup>14</sup> McCracken, H. 2018. Steph Curry and the new Palm want you to forget your phone. *Fast Company*, 15 October.

<sup>15</sup> “The Reciprocity Ring is a dynamic group exercise that applies the “pay-it-forward” principle to your team or group while creating and cementing high-quality connections. People who use the Reciprocity Ring get the information they need and solve real problems, both personal and professional. Moreover, the Reciprocity Ring energizes a group, creating strong relationships that help individuals and organizations.” It is used under license from: <https://www.giveandtakeinc.com/reciprocity-ring>.

<sup>16</sup> Gouldner, AW. 1960. The norm of reciprocity: A preliminary statement. *American Sociological Review*, 25: 171.

## Reflective statement on evidence of teaching excellence

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### Teaching philosophy

I set out in my first course as a faculty member at Dalhousie University to engage students with a syllabus that would open their minds to the importance of the field of strategic management, challenge their critical-thinking skills, and draw out diverse opinions in class discussions. The SRI scores and student comments that I have received demonstrate growth from that first course. The RSB's BCOMM and MBA students generally approve of the learning environment I have created. I am committed to the idea that diversity of background, life experience, and thought are the drivers of success in post-secondary learning and business. My interactions with the RSB's student population and the feedback I have received confirm the importance of that commitment. I continue to learn about the field of strategic management and the ways in which students learn the subject, and ultimately, how I can best serve the field and my students.

### Future development

I first taught BUSI 6005: Strategy Implementation to MBA students in the 2018 winter term. This presented an opportunity for growth as a teacher; diversity of classroom experience is critical to advancing as a teacher. The MBA students and their expectations are different; I observed that they wanted to learn in a different fashion from the BCOMM students (i.e., more self-directed discovery of the topic). Continued teaching in the MBA program presents the most obvious route to further growth. Similarly, teaching in the RSB Executive Program in November 2019 challenged me to restructure my course content, and to deliver the material with more focus on application and the role of leadership. This course reinforced the idea that in both learning and working in organizations, it is the search for knowledge that defines success. Understanding diverse opinions, and actively seeking them out is imperative.

I also look forward to opportunities to engage doctoral students within the RSB — and/or other Dalhousie schools and faculties — to extend my experience. Additionally, I would like to undertake a teaching exchange with a partner institution.<sup>17</sup> Its goal would be exposure to new learning environments, other faculty approaches, and different student groups (this is akin to the MBA/BCOMM contrast above).

I am currently registered in the Faculty Teaching Certificate program at the Dalhousie University Centre for Learning and Teaching. I have taken the Engaging in the Scholarship of Teaching and Learning studio course, the Teaching Dossier Workshop, and the Core Course: Learning Focused Course Design. I will invite a number of colleagues to participate in formal classroom observations as part of the certificate program in the 2019/20 winter term, and will take a final studio course in June 2020 to complete the program. My goal in pursuing the Faculty Teaching Certificate was to engage with fellow teachers from across the University in search of different approaches to course and classroom design, and content delivery.

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<sup>17</sup> A teaching exchange was one topic of conversation with Linda Merkens of the Arnhem Business School on 17 October 2018. We spent considerable time comparing and contrasting approaches to capstone courses and projects and agreed that there is much for each institution to learn from the other.

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There are several electives that I would like to develop for BComm and MBA students: (a) Strategic Networks and Alliances; (b) Strategic Value of Social Capital (I am developing the syllabus for this course in the Faculty Teaching program); (c) Organizational Strategy; and (d) Organizational Design. These courses will build upon my PhD specialization in organizational strategy and social networks, and upon my program of research. Elective courses would also provide freedom to experiment with other instructional technologies and approaches; this is not easily accomplished when co-teaching a core course with multiple sections.

## Rationale for selection of two courses

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The student feedback from COMM 4352-03 (2016) (see point 1 at Appendix A) provided an important critique of my initial classroom performance at the RSB. This was an evening class with very low turnout and limited engagement. It received the lowest mean SRI score (4.45, see Table 1 above) in my time at the RSB.

While there will always be variation in the degree to which students prepare for, and are motivated to participate in class, I have found that the majority of students want to be active learning participants — this is clear from the student comments. I was unhappy with the preparation and engagement in this course; so much so, that we paused after a few weeks to discuss the learning environment and the ways in which we could improve it together (in fact there was a simultaneous pause in my three concurrent sections of the course). I suggested the formation of reading groups that would meet at the beginning of each class and would then be responsible to summarize the reading for the remainder of the class. Each reading was covered by at least three groups and together the responsible students would debate the significant points made by the author. This method was also adopted for case discussions. The overarching directive of the reading groups was to consider the application of the paper to a previous co-op experience and/or for the students' capstone project.

The SRI comments from COMM 4352-03 supported the implementation of the reading groups idea and attest to increased student engagement. This has become the foundation of my “flipped” classroom and student-centred approach to strategic management education.

This set of student feedback also revealed that there was significant room to improve the administration of the capstone project. Poor interactions with the teaching assistants was a notable concern raised by the students. The teaching assistants were hired and managed by RSBconnect. By the time I met the students at the start of COMM 4352-03, the students had completed four months of work on the project with their COMM 4351 professor — the teaching assistants carried over. I recognized from the SRI comments that changes to the RSBconnect support to the projects would be necessary in future years.

The capstone project counts for the majority the COMM 4351 and 4352 grades (40% of the total). It is a vital tool in most strategic management courses<sup>18</sup> and successful execution promises positive outcomes for local businesses and for the reputations of Dalhousie University and the RSB (lack of success poses a risk to those same reputations). I became the instructor of record for COMM 4352 following COMM 4352-03. I strongly believe that it is my responsibility to mentor the student groups, to facilitate their learning and interactions with the project companies, and to ensure that the final product is of a quality that enhances our reputation. The teaching assistants were previously responsible for these elements of the project. The student feedback from COMM 4352-03 did not reflect well upon project execution and I subsequently changed the degree to which teaching assistants are involved with the student projects. RSBconnect no longer supports the capstone projects and the course employs different teaching assistants. This was a necessary change.

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<sup>18</sup> Priem, RL. 2018. Toward becoming a complete teacher of strategic management. *Academy of Management Learning and Education*, 17: 374-388.

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The student feedback from COMM 4352-03 was also very positive and highlighted some teaching strengths. Notwithstanding the issues around the teaching assistants, my initial RSB teaching assignment went very well. I gained a critical insight from these supportive and instructive comments — the student and teacher are partners in the learning experience.

The student feedback from COMM 4352-01 (2018) (see point 1 at section 2 of Appendix A) demonstrated the fruits of the changes I instituted during, and following, COMM 4352-03 (2016). COMM 4352-01 is not the highest mean SRI score of the courses I have taught at the RSB, but it demonstrates the impact of changes I made to the course and my approach to teaching. Those elements of my teaching that were strong in 2016 remained strong in 2018, and more importantly, the capstone project was recognized as a very positive learning experience.

Nevertheless, there were a number of ideas within the student comments that I implemented in the syllabus for COMM 4352 in 2019 (I received an SRI score of 4.95 for this course). First, I previously used a case at the end of the course as a review to help the students prepare for the case-based exam. Feedback suggested that for many students a detailed lesson on case analysis should come at the beginning of the course.<sup>19</sup> I inserted a dedicated case analysis lecture prior to the submission of their case assignment in 2019 (and moved the case assignment due date forward).

Second, I added my expectations for student-centred learning (and its definition) to the syllabus and my introductory lecture. I noted in the COMM 4352-01 student comments that some preferred more structure in the case assignment and project guidance. It was a conscious decision on my part to limit that guidance; by their very nature the decision-making process and strategic decisions involve novelty, complexity, and an open mind.<sup>20</sup> An unstated goal of the course was to provide the students with an opportunity to explore the strategy making process without constraints — this is how it occurs in both the military and business. There are certainly steps to follow, but there are no boundaries on data collection, the frameworks selected for data analysis, or the options evaluated — the art of the process lies in the application of critical thinking and logic. I revised the syllabus for 2019 to make this a stated goal of the course, and ensured reinforced it throughout.

Third and finally, this very strong set of scores and comments demonstrates that no two students are alike. This reaffirms my believe in the requirement to promote diversity in the classroom. The modern workplace consists of a myriad of people with different backgrounds and goals. Individuals are biased and act with agency in class, at work, and in society more broadly. I must continue my efforts to raise student awareness, and I must repeat again and again that my courses are designed to address many styles of learning. What works for some students does not work for others — it is the same in real-world strategic planning groups.

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<sup>19</sup> COMM 4352 is structured to introduce strategic management theory in the first lecture of a given week. The second lecture uses a case to draw out and discuss the application of the relevant theory using a real-world situation. The course's case assignment requires the students to fully analyze a firm's strategy formulation and implementation (using all of the theories discussed). It also requires an analysis of options, a recommendation, and a plan for implementation. The students of COMM 4352-01 (2018) indicated that a review of option analysis and selection should be a lecture topic early in the semester (I had expected fourth-year students to be comfortable with this step).

<sup>20</sup> Priem (2018: 376).

## Appendix A: Signed student comments

### 1. Strategic Management COMM4352-03 (Winter 2016)

What did your instructor do that helped your learning in this class or clinical setting?

- I loved how you split us into groups to discuss the readings/cases and then presented them; and then provided your own answers. I really enjoyed the use of videos and movies (12 Angry Men was a fantastic movie, and I liked how you related it back to the class). Thank you for showing a genuine interest in our learning, and for being an effective teacher.
- Dr. Foster in my opinion is one of the most genuine professors and teachers that I've had. It's clear that he cares about our learning and he put in extra effort to make sure that all the students were in a positive learning environment — I feel lucky to have had him as my professor! I also liked his use of videos and the unique group discussions that allowed for everyone to participate in discussions.
- Professor Foster created a learning environment in which it was easy to be engaged. Class participation is a portion of our final grade and Professor Foster understood that participating means more than being a loud voice in front of a large audience. He often separated the class into groups giving everyone an opportunity to speak and participate. Foster showed genuine concern that the subject matter was not portrayed best through reading power point slides and made the classroom into an engaging atmosphere by showing videos and by initiating class discussion.
- Bill is great, the best strat prof. Really cares.
- I really enjoyed how all the video clips tied in so well to the lessons. Additionally, I appreciate splitting the class up into groups to ensure everyone participated.
- I really liked Bill. He truly cared about us students and really tried to get to know us on a personal level. He was interested in our interviews and plans for after we leave Dal. He tried very hard to put together an engaging class and adapt it to how we learn. He was extremely organized and that was wonderful in case you missed a class; you were able to catch up easily. He tried his best to make fairly uninteresting material, interesting. I enjoyed very much how he had us discuss in groups about things. The only boring weeks were when he went over the book chapters. He was great at actually having us participate and he led great case discussions. I wish I had had a prof like Bill throughout my entire time at Dal.
- The professor was proactive and put effort in to make sure the class was engaged (ie. handouts). He facilitated group work which is really great from those who are quieter. Groups gave a more comfortable environment.
- Though the first few weeks were rough, Dr. Foster became a better lecturer over the course of the semester and without doubt showed a deep interest for both the students and for the course material.
- Encouraged us to actively participate in various activities
- He applied real life experiences to the material as well as used a variety of sources like TED Talks, etc. He applied experiences to the theory instead of just teaching out of the book.
- Bill tried to make this course as engaging as possible by using videos, group work questions and much more. From my experience, strategy courses are one of the more difficult courses to learn and understand as a huge portion of our learning is to learn to

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write a case analysis, so most students will find it hard to focus on the theories. His "dad" jokes also made it quite engaging and interesting.

- He found different ways to engage students in the cases.
- He was very helpful, available for questions, showed videos and movies to keep us engaged, and just overall just great. I really enjoyed going to class. He also listened to what you had to say and encouraged different ideas.
- Loved the movie. There were tons of readings, and I think it's a bit unrealistic to expect students to read them all. Towards the end of the semester he started to break us into groups and get us to read one article per group and then discuss them in class and I found that more motivating to read any of the articles. When there's four, I won't read any, because I don't know which ones are more important. When I'm responsible for one, it much more motivating to read any of them.
- The use of videos in class linked the course material to everyday life. For example, when we were learning about leadership and Foster linked it to Apple and Google's innovative companies — this allowed us to relate the course material to real life examples. Group discussions for readings and case studies was a good way to facilitate discussion among peers. The way Foster organized the 12 Angry Men video discussions was very well done. Also, giving each group a reading to complete was a good way to get students to read the additional assigned readings.
- Professor Foster is really professional, knowledgeable and he really cares about student success. He has a great sense of humour to encourage us in participating and his lessons are really chill. The 12 angry man movie lectures are actually the best one of my entire Dal experience. Please have more movie classes — I actually did learn a lot from it!

### **Do you have any suggestions for what the instructor could have done differently to further assist you in your learning?**

- None at all — it was the most engaging class I had this year — he did a great job.
- Anything wrong with this course was NOT to do with Bill. The marking was ridiculous as the TAs were slow and scatterbrained. He truly did his best to make sure everything went smoothly for us. He did MUCH more to prep us for these strategy projects than the TAs did. He should be commended.
- Facilitating group discussions could have been better, especially bringing quieter students into the discussion. Sometimes once I make one comment — I am more comfortable to participate further. This term, it was too easy to sit back and stay silent (something I need to work on and I understand that).
- The monotone voice was sometimes hard to take — though it was clear he was knowledgeable and had interest in the material, there was little expression which made it hard to focus at times.
- Nothing comes to mind; having us actively participate was probably the best way to encourage us to read the cases.
- If any way possible, to make the class more interactive in terms of "interactive games" or interactive exercises. The use of name tags would be really helpful and being able to call out on students to participate (although that may not be his teaching style) will actually encourage students to speak. This method was relatively effective when I was in Frank Jiang's class for strategy. Trying to keep track of students that participate (even though they may have spoken just once or twice) would be incredibly helpful as 15% of our grade is

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participation. I would recommend reducing participation % and increasing the group strategy report portion. I am aware the weekly readings are important; however, there was a huge amount of readings we would have to do each class which I think should be shortened because as students, we can only focus so much on a specific course.

- Nothing, keep doing what he's doing. One of the best commerce Professors I've ever had.
- No suggestions.
- I prefer to hear the professor talking instead of hearing other students from groups making presentations. Their ideas are not that inspiring.
- Did not love breaking class up into groups to discuss. Didn't really result in any meaningful discussion a lot of the time.

## Additional comments

- The 8-month group project was extremely unorganized and I feel that it should either be reevaluated or stopped altogether (Not Professor Foster's fault, but whoever made the project). Not nearly enough information/guidance was given to us (which is fine, but when we're trying to relay and explain the project back to the company it seems extremely unprofessional). We are working with companies that are very busy, the amount of expectation of their participation was way too high. For example, to have a presentation that requires a senior person of the company present and booked not necessarily around their schedule is a lot to ask, also I felt the prof's involvement in the presentation should have been more, the company said that the prof's silence was uncomfortable, and would have rather it have been more of a conversation. The reports were not marked fairly AT ALL. The level of expectation was not clear. Summer, 2015 when the project was first assigned, it was extremely unorganized
- Thanks for a great last semester! All the best.
- Professor Foster was truly one of the best professors I've had throughout my undergraduate degree (I think a lot of students can agree). He exerted just enough discipline on his students to motivate them to move outside their comfort zone. He understood that in order to teach a strategy class you must be strategic because your class is filled with a unique mixture of majors and abilities. He recognized the mix of business people in the room and gave each an opportunity to exert their strengths and practice to improve their weaknesses. In addition to his in class teaching skills, he answered his emails timely and was always in his office during office hours.
- Foster will make an excellent professor with a couple more years of lecturing under his belt.
- Bill wanted us to participate so that we could take the most out of this class. Bill is a great strategy professor and he had put a lot of great effort for his first time teaching this course. I am grateful he truly cares about the students and were able to help to their best ability. (Keep up the good work, Bill!) It is unfortunate that the TAs and RSBconnect was not up to quality of standard as Bill. The TAs did not grade our cases on time (I am still waiting for a grade for my second case that was overdue more than a month ago), as well as RSBconnect ignore important emails and phone calls (not only from students, but also from companies!), which puts a bad image on our institute. The only way to get a hold of the TAs were to actually "finding them" in the Rowe. As we were the "guinea pigs" of this year's strategy, you can see the trial and error from the two strategy courses.

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- With regards to the project, I would honestly get a new coordinator for the whole project. Also it might be more beneficial if students have the same professor throughout the whole 8 months.
- Professor Foster is a great person and is a great professor. His lectures and style is refreshing and he really cares for his students and their success. I could really say I learned valuable life/work place lessons.
- As a professor, Bill Foster has grown throughout the semester. The first couple of weeks were tough, but he quickly adapted and was embraced into the Dalhousie community. Practice makes "perfect", and I think that Foster has the ability to be one of the better (among the best) professors at Dal in the coming years. He is a fantastic addition to the faculty!
- Great professor overall — nothing to complain about his knowledge or attitude. Very helpful. Has this great life experience and love to share his insights with us — really cool.

## 2. Strategic Management COMM4352-01 (Winter 2018)

What did your instructor do that helped your learning in this class or clinical setting?

- Learning about strategy better and really good at real life examples to connect to textbooks.
- He was very open and approachable. I felt like he genuinely cared about how I was doing not just as a student but as a person. This made it easy to discuss any problems I was having with the course so we could work on how to get past them.
- He gave lots of real life examples that helped me learn how these concepts can be useful.
- He was able to relate class material back to real life. Bill was able to understand that there is a life outside of the classroom, and by tying in materials to real life situations made it easy to learn.
- He was very fair and accommodating if anything came up during the semester. He was helpful if you went to his office hours for help or feedback as well.
- Bill treated us like we were not just his students, he treated us professionally which allowed us to build a better relationship with the professor. I think bill is super enthusiastic about what he is teaching and it shows how well he knows the material.
- Showed genuine concern for all his students, provided engaging material and was very effective in facilitating class discussions.
- Professor Foster used real life stories which were a great way to connect material to applications. he also encouraged readings outside of class which contained a lot of valuable content.
- He is very engaging in his lectures because he uses a lot of real life examples that help students apply the theories that we are learning in class. The lectures, especially the classes where we analyzed cases, were very engaging because there was so much discussion left up to the students. I also liked that the readings for each class were split up among groups so there was a very reasonable amount of work that had to be done for each class. I was more motivated to do the reading since each group was only assigned one and was responsible for teaching the class about that specific reading. It was also very nice to know that he would always take into consideration that there are things happening outside of the classroom that could affect students. A lot of professors don't take external factors into consideration, but Professor Foster was very clear that it was okay if sometimes, something else needs to come before school. He genuinely cares about the well-being of each of his students and respects the fact that we are adults who are capable of making decisions for ourselves.
- Having the reading groups was extremely beneficial, it helped to discuss the weekly readings in smaller groups before then reinforcing the conversation with the larger class group. The videos that were shown were also a helpful illustration of the topics that were being taught in class that week.
- He was able to give very good constructive feedback and taught us even when we made mistakes
- I cannot rave more about Professor Foster. He has hands down been one of my favourite teachers. He structures classes very fairly and takes a genuine interest in whether or not we are understanding the course material. He asks us our opinions on how classes should be run and takes that information to alter the structure accordingly. Overall I think Professor Foster is one of those teachers who makes a positive impact on his students and is one that students will always remember.

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- The material taught in class was interesting and was presented in an interactive and thoughtful way. Taught the class as though it were the "real world" and we were treated as people rather than students. He genuinely cared about the success of his students and did as much as he could as a professor to see that success. Practiced what he preached which was inspiring.
- The open communication and genuine interest in our thoughts and opinions encouraged me to actually do readings and participate in class discussions. Feedback given was always constructive and for the genuine betterment of our academic, professional, and personal lives.
- He was always available and there for the students. He understood that every student learns differently and was interested in how he could make the class better in the following years. Bill Foster is one of the best professors I have had at Dalhousie University.
- Bill is a very engaging teacher who uses a variety of teaching methods to help all of his students to understand the course material. Between the required additional readings (which I was intimidated by at the beginning of the semester, but turned out to be very manageable), and the cases discussed on Thursday's, as well as the videos shown intermittently throughout the semester, the Strategic Management course surpassed my expectations. I have taken more knowledge away from this course than I ever could have expected. I truly feel this course will be fundamental to my success in the real-world throughout my life.
- Bill allowed us to learn in our own way — whether that was by participating in class discussions or smaller group work. He used a combination of learning materials (readings, videos, lectures, guest speakers) to ensure that each topic was driven home. I feel like I am coming away from the course with a deep understanding of organizational strategy. Additionally, I felt like Foster believed in our learning capabilities — challenging us with harder cases and assignments. I am so happy he didn't "baby" us like some professors do.
- He was open to communication to students about how best to structure the class. He was readily available to answer questions when needed and genuinely care about our learning
- Professor Foster was the most agreeable professor that I have ever met. He understands that his 4th year required class is not the priority for most students. Bill is very flexible in his teaching style and is always open to feedback, which in itself motivated me to do my best in the class.
- I really enjoyed the way Foster organized the class participation in this course so that you didn't necessarily have to talk in front of the whole class but rather engage in a more focussed discussion amongst your group. Foster was clearly interested and very intelligent in the subject and I wish the course was taught earlier on in the commerce program.
- Bill Foster was one of the best professors I have had at university. He does a great job of making connections with students and empowering students with their own learning. He is also extremely understanding about personal issues and how school may not be your #1 priority, so he is flexible on assignments and attendance. This is first professor I have had who has been so concerned and understanding with these issues.
- Foster was a great professor. He genuinely showed how much he cared for the students and the course material. He was very engaging. It was helpful working in groups over the course when reading cases for the class. If wanting to get everyone to participate though, it would be suggested that the group designate a speaker for the class every time we have to share a case with the class. Working on the companies with a group was a great experience as we got to learn a lot from that one company and the experience was amazing. I would

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not want to work on a general company with an entire class as I would not have gotten the same hands on experience and being able to see the accomplishment of working with the same company over a year was very rewarding.

### **Do you have any suggestions for what the instructor could have done differently to further assist you in your learning?**

- It would have been nicer to have the marks and feedback for the individual case back sooner.
- He was sometimes unclear about exactly what he expected from us for assignments — for instance the rubric and report guidelines for the individual assignment did not match up, and then he contradicted himself again in class when trying to clarify. Although he is accommodating, he may be too fair. The majority of the class is still waiting on getting an assignment back because he is still waiting on assignments from a few students 2 weeks late. That's not fair to everyone who worked hard to get it in on the due date.
- With the amount of time you gave us to discuss the readings in groups, it was easy to get off topic because we often ran out of stuff to mention. Would recommend allocating less time to group discussion.
- I found the class lacked structure. too much time was spent in small groups discussing, discussions were positive but sometimes felt forced or lacking direction. i did not find it to be an effective way to learn class material. I had great discussions about articles and leadership but i struggled to identify conclusions in any of these discussions or identify the learning objectives. I also despised the group project. I am a hard worker and historically have been a high performer. my group was lazy, last minute and satisfied with the bare minimum. Not only did this mean i did more work than my share but i underwent a lot of stress from inability to trust teammates to follow through on commitments that affected my personal life. this was especially impact during exams when just day before the deadline my teammates had not started any of the work. I had done more than my share ahead of time so i could focus on exams the report myself and had to baby my team through their parts when i should have been studying for imminent exams. I did not want to ask for help from the professor because i had no interest in pushing the deadline into my exams. I do not doubt that we learned a lot from the strategy project however there needs to be more structure and guidance. lastly going into exam season i felt uneasy because i had no indicators of my understanding going into the exam and writing the final report. I would have appreciated more graded work spread throughout the year.
- It would be nice to get marks back for assignment faster so that we have a better idea of where we stand in the course.
- I would maybe change the format of the final exam or have it as a take home exam — I'm not sure 3 hours would be enough time to accurately convey my ability to analyze a case. Giving the case before hand is helpful but then you essentially just memorize the case analysis so I don't see why you couldn't just make that a take home exam.
- The one suggestion I would give is to either move the individual paper to the beginning of the semester or include another evaluation in the beginning. I have no sense of my mark in the class since the 3 largest aspects of the marking scheme either haven't occurred yet (presentation and exam) or we haven't gotten our marks back yet (individual assignment).
- No.
- I really liked the layout of the final project, where everyone was doing their own company.

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This requires students to do their own work and learn to communicate professionally with a company. I think it would be a mistake to change the layout of this in the future years.

- N/A. 10/10 would recommend him as a professor to future students.
- Every day readings were discussed in groups — this worked well for my group, but I heard others saying that they felt others weren't contributing as much or doing the required readings, so the point of contact for the discussions often fell on them unfairly. I'm really not sure how to fix this, just thought I would point it out.
- Perhaps offer a better example of the case report like we did with Telepizza earlier on in the course so we could have applied it to the GE case.
- Given that this was an essential course that we all needed to pass, it would have been helpful if foster posted marks for how we were doing in the course earlier than he did. I am writing this on the last week of classes and still only have one mark of my halfway mark for participation in the course. That is not helpful for me to see how I am doing and what how much I need to prepare for the final exam. There has been no feedback of marks for any of the activities over the course. It would be really helpful to know how i am performing now.

## Additional comments

- One of the best professors I've had during my time here.
- Overall, a very good professor. I am very thankful that I had Professor Foster rather than the other Strategy prof. He seems like a much better professor.
- Thank you for bring life to the class because it made things more enjoyable every day.
- Bill is great, I enjoy going to class because of Bill. He has a lot of respect for the students and he really cares about our wellbeing which is not something I can say about all professors. I think Dalhousie has lucked out with a professor like him.
- Wonderful professor! Wish I had the opportunity to take more than one class of his.
- Very approachable and the fairest prof I've ever had. Overall great guy.
- Thanks for all Bill! I genuinely enjoyed your course despite having a terrible experience with my team in the group project.
- Overall I really enjoyed this class. Bill's level of care and understanding for our education is unparalleled and greatly appreciated. He was always accessible and willing to answer any questions comments or concerns. In my opinion he is a real asset to the Rowe school of business faculty .
- Bill, while I may not have been the most vocal student in class, I thoroughly enjoyed having you as a professor. You are the only teacher/professor I have had in my life who took genuine concern in their student's mental health. With the demanding program we are in, it is nice to have a "human" professor who is in our corner. Despite never confronting you with issues I have faced throughout the semester, I cannot thank you enough for making me feel like I had a teacher in my corner, for the first time in my life.
- Foster gave an extension on the individual assignment to a few people for "personal reasons". This is not fair to the students who work hard to get their submission in on time despite personal circumstances. Everyone is going through something, either give everyone an extension or no one. I could have made a million excuses for more time, but I sucked it up and did it anyway. Unless it is a death in the family or a personal illness, I don't think exceptions should be made for specific people. It is lovely to have a professor that cares about our health and wellbeing as students, but I worry that he is being taken advantage of by people whose "personal circumstance" was actually a hangover from Comm Prom (the

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Saturday before it was due...hmm...)

- The best professor I have had in my four years at Dalhousie. If you're looking to make changes to the program (which you should) I would highly recommend that Foster lead the discussion on how and what should be taught at this level of learning.
- I really liked Bill and the class overall. The only thing I would suggest is changing the participation structure, I spoke in class and in my groups very frequently and it did not show in my grade, but people who spoke less in groups and to the class did better, perhaps because he just did not remember my face.
- He is one of the best professors in the Rowe School of Business.
- Please post marks as soon as possible. It is frustrating that he is very lenient on deadlines, as students who get their assignments in on time have to wait for those who haven't done the work until the professor gives feedback. It is not fair for students who have completed the work to have to wait for them. Only extensive circumstances should students get extensions, otherwise getting marks back on time would be much appreciated.



## Appendix B: Student and colleague comments — Emails

*I just wanted to say thank you for bringing in the presenters last evening. I'm thankful to be part of the strategy course; in a whole, it was where I learned the most during my time at Dalhousie.*

*Before last night's speakers, I was torn between two potential career paths, and it allowed some much needed clarity about my next moves.*

— Emmalee Dunn, BComm, 2018

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*I was majored in International Business, and I am originally from Beijing, China. I am interested in reading and outdoor activities outside school and work. What I found most impressive about your course is I have obtained general concepts of key strategic points leading a company differentiate itself from its competitors, and I liked the part of staffing and engaging people the most. I have also learnt the way of you caring students, which can be also adapting into caring people in workplace, I believe this would be a key strength of a successful leader.*

— Ruoxi Chen, BComm 2017

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*Strategy is a demanding course for fourth year students. The setbacks, struggles and eventual triumphs that I experienced working independently and in groups provided a good example of my character and work ethic. Although you only taught me for a semester, I feel you would be a fair judge of my character.*

— Christine Heseltine, BComm 2017

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*I would like you to be my reference as I excelled in your course, I demonstrated consistent class etiquette, I appreciated the style of teaching you provided, and I would appreciate a letter coming from a professor with such dedication to your school which shows through your tenure. I really enjoyed the schedule of classes, which was analyzing cases and then talking about them in your course. Like I mentioned earlier in this e-mail, I found it difficult to tie commerce applications to real life scenarios occasionally, which your course targeted directly and I was thoroughly engaged through this. I believe that my class etiquette was reasonable, I was not high maintenance/in your face, I participated in class discussions regularly, as well as I let you know when I was not going to be able to make class every time via e-mail and you seemed to appreciate through vocalizing it to the class without directing it at me. I asked questions when I was confused about certain matters as well as I was a quiet student while you had the floor. To be honest, the main reason I want you to represent me in my applications is because you were a straightforward, kind, and an understanding professor. This showed through one of my close friends in class dealing with some mental health issues in the winter semester, he reached out to you, and you were extremely understanding and permitting of his needs. This did not affect me necessarily, but I think it demonstrates your character of what you were willing to do for your students. I can guarantee that the majority of professors would not have been as accommodating as you were, and I really appreciate that in your style of teaching. You also seemed like you did not care for teacher's pets. I think you appreciated effort, but I have had teachers that eat up that sort of attention and it*

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*drastically changed my perspective on their course and their character. In conclusion, I really appreciated your attitude to your students and that's the reason I asked you to be my reference, because I would be more than happy having a person like you and a professor like you to represent me in trying to get to my next chapter.*

— David Laird, BComm 2017

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*Merry Christmas to you and your family. I hope Santa was good to you this year.*

*Christmas is the time that I find the most relaxing in the year and I was thinking of you this Christmas. I wish you all the best in the coming year.*

*Thank you again for all the lectures. Those lectures are coming in handy when I have something happen to me. That is very valuable and I am sure it will be useful to me and my classmates forever in life.*

— Tram Chau, BComm 2016

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*I hope you enjoyed Friday night and the events you had planned after at your house! Just speaking with the general crowd everyone had a great time speaking with you and we thank you for attending.*

*As I mentioned to you on Friday night, I believe The Rowe School of Business is finally in a position to push forward to a more case based education system and catch up to the times. I have had several conversations with people that believe this is the proper way to go in the future (professors and students), and quite honestly the facts don't lie. When we look at the business programs deemed to be the top in the country (Ivey, Queens (Smith), Rotman etc) a significant component of all classes is more case based. I thoroughly enjoyed the way you conducted classes and were able to make the lessons more tangible with real life examples. It gives students the chance to reference and compare real life decisions to which is an invaluable experience and I would think coincides with the type of education we are trying to promote here at Dal via the co-op program.*

*Moving forward I will gladly vouch and provide written testimony as to my belief as an alum for a need of more case based learning in the future and your fantastic ability to deliver that as witnessed through our strategy course. The landscape will likely never be as ripe as it is now with the success of JDCC in the past two years and the changing of our Dean this year. I sincerely hope that there can be some form of an initiative put forward and I hope to help in any way possible.*

— Christopher Dubois, BComm 2016

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*I would just like to thank you for a great semester. I personally am someone who does not like school, however over my 5 years here at Dalhousie you are by far one of my favourite professors. You made the course enjoyable and you seem like you actually care about the students and their education. You were more than just an average professor; I felt as though you built and created relationships with your students and that*

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*was a very nice change to see! I wish you all the best in your future endeavours!*

— Mackenzie Inglis, BComm 2016

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*Just wanted to let you know I've really enjoyed the past 3 classes we have had. The group work we have been doing for the cases lets me give my input out to a smaller group. I'm fairly shy so speaking out in class is hard for me, but in the small groups it is easier to give my opinion.*

— Mitch Jacobs, BComm 2016

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*Just letting you know that I came back to Toronto for the weekend to be with family.*

*I'm flying back to Halifax tomorrow afternoon, and have an appointment ... on Wednesday — I'll get a note from him when I see him.*

*Unless something changes, my intention is to come back to Toronto next weekend permanently. As you're aware, I have my Procter and Gamble assignment due today. Given the circumstances, I was wondering if it would be possible to get an extension so I could complete it once I'm settled in Toronto (maybe some time mid-February?).*

*Very much appreciate our conversation and all you're doing.*

— Gabe Lash, BComm 2016

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*In January 2018, I observed a COMM 4352 class led by Bill Foster. The main feature of the class was the use of the case method (on this particular day, it was a case involving Nokia). The class started with introductory remarks from Bill, moved three times into small group discussions, and then concluded with full-class discussion. Bill also used the whiteboard extensively. I found this mixture of methods was effective and gave the class a sense of forward momentum. Bill's touch was light but meaningful.*

— Graham Steele, Assistant Professor, Business Law  
Faculty of Management Teaching Excellence Award - 2018

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*I was able to co-teach COMM 4352 with Bill the winter of 2015. This was also Bill's first semester teaching at Dalhousie. I found Bill to be both very co-operative and helpful as we planned how we would teach the course to our sections. As the semester progressed Bill and I continued to co-ordinate our work. Bill impressed me with his insights on course content and especially with his concern for the students learning experience. One of Bill's great strengths is how much he focuses his teaching efforts on student focused outcomes.*

— Albert James, Associate Professor, Family Business and Entrepreneurship



### **Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- copying a computer file from another student, and using it as a template for your own solution
- copying text written by another student
- submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- when authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

### **Statement on the use of scented products**

Dalhousie University and the organizations, which represent students, faculty and other employees, support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products causes sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. [Dalhousie is scent free](#) – Thank you for helping us all breathe easier!

Course schedule

Class	Date	Topic	Readings	Assignment due
1(a)	tbd	<p><b>Lecture discussion</b></p> <p>Course overview and the case method</p>	<ul style="list-style-type: none"> <li>• Corey (1998), A note on case learning</li> <li>• Lorsch (1987), Note on organization design</li> </ul>	
1(b)		<p><b>Lecture discussion</b></p> <p>Business transformation: Definition and framework</p>	<ul style="list-style-type: none"> <li>• BD, Chapters 1-2</li> <li>• Ashkenas (2015), We still don't know the difference between change and transformation</li> <li>• Child &amp; Smith (1987), The context and process of organizational transformation – Cadbury Limited in its sector</li> <li>• Nutt &amp; Backoff (1997), Organizational transformation</li> <li>• Greiner (1998), Evolution and revolution as organizations grow</li> <li>• Tushman &amp; O'Reilly (2007), Chapter 2: Ambidextrous organizations – Leading evolutionary and revolutionary change</li> <li>• Nadler &amp; Tushman (1997), Chapter 2: Mapping the organizational terrain</li> <li>• Galbraith (2014), Chapter 2: The Star Model (PDF)</li> </ul>	
2(a)	tbd	<p><b>Lecture discussion</b></p> <p>Organization structure: Design for performance</p>	<ul style="list-style-type: none"> <li>• BD, Chapters 3-5</li> <li>• Galinsky &amp; Schweitzer (2015), The ups and downs of managing hierarchies: The keys to organizational effectiveness</li> <li>• Bernstein &amp; Nohria (1995), Note on organization structure</li> </ul>	Individual case assignment

			<ul style="list-style-type: none"> <li>• Goold &amp; Campbell (2002), Do you have a well-designed organization?</li> </ul>	
2(b)		<b>Case discussion</b>	<ul style="list-style-type: none"> <li>• Arla Foods: Matching structure with strategy</li> </ul>	
3(a)	tbd	<b>Lecture discussion</b> Rewards, processes, and people	<ul style="list-style-type: none"> <li>• BD, Chapters 6-8</li> <li>• Locke (2004), Linking goals to monetary incentives</li> <li>• Hall (2006), Incentives within organizations</li> <li>• Kohn (1993), Why incentive plans can't work</li> <li>• Buckingham (2005), What great managers do</li> <li>• Pfeffer &amp; Veiga (1999), Putting people first for organizational success</li> <li>• Groysberg, Nanda &amp; Nohria (2004), The risky business of hiring stars</li> <li>• Bartlett &amp; Ghoshal (1994), Changing the role of top management: Beyond strategy to purpose</li> </ul>	Individual case assignment
3(b)		<b>Case discussion</b>	<ul style="list-style-type: none"> <li>• Managing a global team: Greg James at Sun Microsystems, Inc (A)</li> </ul>	
4(a)	28 Feb	<b>Lecture discussion</b> Culture	<ul style="list-style-type: none"> <li>• BD, Chapters 12-14</li> <li>• Schein (1999), Why does corporate culture matter?</li> <li>• Doshi &amp; McGregor (2015), How company culture shapes employee motivation</li> <li>• Krackhardt &amp; Hanson (1993), Informal networks: The company behind the chart</li> <li>• Cross, Nohria &amp; Parker (2002), Six myths about informal networks – and how</li> </ul>	Individual case assignment

			to overcome them	
4(b)		<b>Case discussion</b>	<ul style="list-style-type: none"> <li>• WestJet: Building a high-engagement culture</li> </ul>	
5(a)	7 Mar	<b>Lecture discussion</b> Tranformational leadership	<ul style="list-style-type: none"> <li>• BD, Chapter 17-18, 20</li> <li>• Watkins (2012), How managers become leaders</li> <li>• George, Sims, McLean &amp; Mayer (2007), Discovering your authentic leadership</li> <li>• Nadler &amp; Tushman (1990), Beyond the charismatic leader: Leadership and organizational change</li> </ul>	Individual case assignment
5(b)		<b>Case discussion</b>	<ul style="list-style-type: none"> <li>• Deutsche Telekom: A transformation journey (A)</li> </ul>	
6(a)	14 Mar	<b>Lecture discussion</b> Leading business transformation	<ul style="list-style-type: none"> <li>• Crossan, Rouse, Rowe &amp; Maurer (2015), Chapter 10: Implementing strategy – Change agenda and starting conditions</li> <li>• Crossan, Rouse, Rowe &amp; Maurer (2015), Chapter 11: Implementing strategy – Guidelines and action</li> <li>• Conger (1998), The necessary art of persuasion</li> <li>• Kotter (2007), Leading change: Why transformation efforts fail</li> <li>• Cialdini (2001), Harnessing the science of persuasion</li> </ul>	Individual case assignment
6(b)		<b>Class activity and discussion</b>	<ul style="list-style-type: none"> <li>• <i>12 Angry Men</i> (1957)</li> </ul>	