

# Course Outline

<b>Course Code</b>	RSM 340 H1 S
<b>Course Name</b>	The Opposable Mind: Approaches to Integrative Thinking
<b>Term, Year</b>	Winter, 2025
<b>Course Meets</b>	Mondays, 3-5pm in Room WO (Room location found on ACORN)
<b>Web page URL</b>	<a href="https://q.utoronto.ca">https://q.utoronto.ca</a>

## Instructor Details

Name	Email	Phone	Office Hours	Virtual Office Link
Josie Fung	<a href="mailto:josie@pivotpointgroup.ca">josie@pivotpointgroup.ca</a>		By Appointment	[ <a href="#">scheduling link</a> ]
Darren Karn	<a href="mailto:darren@woodlawnconsulting.com">darren@woodlawnconsulting.com</a>		By Appointment	[ <a href="#">scheduling link</a> ]
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## Course Description

More than ever, success in our global economy depends on the ability to wade through ambiguous challenges with flexibility, rigour and creativity. The integrative thinker, rather than choosing one option or one point of view, leverages the tension between ideas to generate new models – models better than those that already exist.

This course introduces the theory of integrative thinking and asks students to learn and practice the tools associated with it. Explicitly grounded in business and strategy, this course gives students the opportunity to apply the lessons of integrative thinking to complex problems that span traditional disciplines.

Taught by two industry practitioners in strategy consulting, you will learn real-world tools aimed at helping you integrate between models, build new models and create new value.

The questions we will address in this class include: What do you do when faced with a choice between two mutually exclusive, yet sub-optimal options? How do you react when dealing with a colleague whose understanding of the world seems to be fundamentally at odds with your own? How can you resolve the kinds of problems that seem to change as you attempt to solve them, the kinds of problems that seem to have no good answers? These clashes – between ideas and individuals – are the wicked problems you will almost certainly face in your business career. And how you deal with them can make the difference between a good career and a transformative one.

## Learning Outcomes

By the end of this course, students will be able to:

- *Understand how to approach real business problems in a more productive manner and how to design more creative solutions to those problems*
- *Understand and implement a business-tested approach to business strategy*
- *Appreciate the value of tension and choice and the role it plays in achieving competitive advantage*
- *Learn a new language for discussing business challenges and how to overcome defensive routines in the workplace*

## Course Prerequisites

RSM/MGT 100 – Introduction to Management and completion of 9.0 full-course equivalents.

## Course Materials

### Required Readings

*All readings are posted on Quercus*

## Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

<b>Work</b>	<b>Percentage of grade</b>	<b>Due Date</b>
Class Participation	25%	Ongoing
Mid-Term Test	15%	Feb 9
Group Challenge Brief	10%	March 11
Group Presentation	20%	March 31
Final Term Test	30%	TBA

## Course Format and Expectations

### *Class Participation (25%)*

The quality of this class and the learning that takes place are directly related to your willingness to engage in the discussion and activities. Your class participation grade will be assigned based on the substantive contributions you make to class discussions and small group discussions, considering the quality of your contribution to be more significant than the quantity. We take attendance every class.

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion

- Respectful active listening
- Attentiveness

While attendance is necessary for students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.

You may also gain participation grades by sending us articles or materials that you think relate to integrative thinking and this class. Please email a link to the material, plus a short description of what you think is interesting about the article and how it connects to class concepts.

In-class participation will outweigh any post-class reflections, or emails sent to us reflecting on materials.

Note: There is an inherent subjectivity to a participation grade. Your instructors are looking for genuine engagement with the class material. Over the course of a semester, the level and patterns of participation become clear.

### *Mid-Term Test (15%)*

This will be an individual, take-home test. The take-home test will be issued on February 3, 6pm and must be submitted via Quercus before February 9 at 11:30 pm. The test will be a mix of short-answer questions.

### *Group Challenge Selection (10%) and Group Presentation (20%)*

In groups of 5, choose a wicked problem for a specific organization and, using the tools of integrative thinking, craft a possible solution to the problem. This project will have two deliverables (I) Group Challenge Selection and the (II) Group Presentation.

#### (I) Group Challenge Selection

Each group will choose a wicked problem, a company or an organization and identify the two models in tension. Select groups will be asked to present during classes on March 3 to share their challenge to get feedback from the class and instructors. All challenges are then due for marking on March 11, by 11:30 pm via Quercus. **You must get approval from the instructors regarding your wicked problem before submitting a group challenge workshop.**

The Challenge Selection is 10% of the final mark and will be graded on the following criteria:

- **Clarity:** The extent to which your work is understandable and well explained (40%)
- **Comprehensiveness:** The extent to which you have completed the template and ability to integrate feedback and revise thinking (40%)
- **Quality of communication** (20%)

#### (II) Group Presentation

A video presentation of your project is to be submitted on Monday, March 31. Each group will have 15 minutes to present. You may select your own group or ask to be assigned to one.

The presentation will be graded on the following criteria:

- **Clarity:** The extent to which your work is understandable and well explained (40%)
- **Comprehensiveness:** The extent to which your analysis and solution effectively address the problem and demonstrate the tools from the class (40%)
- **The creativity of your analysis and solution** (10%)
- **The quality and creativity of your presentation** (10%)

**You must send an email noting the members of your group to the TA by Feb 14. You must come to class on February 24 with a draft project topic.**

### *Final (take-home) Exam (30%)*

This will be a take-home exam, due during the regular exam period. We will provide information about the structure of the exam in the last few weeks of classes.

### *Writing Assignments or Presentations*

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

### *Team or Group Assignments*

The Group Project requires students to work in teams of 5. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

### *Missed Tests and Assignments*

Students who miss a term test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

**Please note:** As of September 2023, students may use the Absence Declaration on ACORN **\*one time per term\*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

**Final Exams:** If you miss the final exam in this course for a legitimate reason (illness, etc) you will need to contact your College Registrar to file a petition for a deferred exam. This deferred exam will be written at a later date as established by the Faculty of Arts & Science. Instructions can be found here: <https://www.artsci.utoronto.ca/current/faculty-registrar/petitions-appeals/preparing-petition>

### *Late Assignments*

*All assignments are due on the date and at the time specified in Quercus. Late submissions will be penalized by a flat 10% if the assignment is not received on the specified date, at the specified time. A further penalty of 1% will be applied to each subsequent hour after the specified date and time.*

## Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

## Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

## Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

## Generative AI / ChatGPT

Generative AI is permissible in this course. We will ask you to disclose whether or not you used generative AI (or similar tools) for your assignments - and will ask you to source any and all instances of generative AI use. Failure to do so will result in referral of your case to the University for their investigation into potential plagiarism.

Examples in the past of generative AI use have included several students submitting similar (albeit incorrect) answers to questions on our midterm and final exams. Note - unsourced answers that appear suspiciously consistent across papers will be referred to the University for their investigation.

Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Specifically, students must submit, as an appendix with any assignments and tests, which tools were used, any content produced by an artificial intelligence tool, and the prompt used to generate the content.

## Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.

- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

## Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

## Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are exempted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

## Weekly Schedule

<b>Session</b>	<b>Topics</b>
1 Jan 6	<b>Introduction to integrative thinking</b>
2 Jan 13	<b>Mental Models</b>
3 Jan 20	<b>Complexity &amp; Causal Modeling</b>
4 Jan 27	<b>Strategy</b>
5 Feb 3	<b>Integrative Thinking Process: Toronto International Film Festival</b>
6 Feb 10	<b>Framing Strategic Choices</b>
Reading Week (Feb 17 - 21)	
7 Feb 24	<b>Integrative Thinking Case: Four Seasons Part 1</b>
8 Mar 3	<b>Integrative Thinking Case: Four Seasons Part 2</b>
9 Mar 10	<b>Testing and Building Narrative</b>
10 Mar 17	<b>Assertive Inquiry</b>
11 Mar 24	<b>Strategy and Change</b>
12 Mar 31	<b>Integrative Thinking and the Real World (and Final Exam Overview )</b>



**Please note that the last day you can drop this course without academic penalty is March 10, 2025.**



## Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)
- [Where to find teaching assistant opportunities](#)

## URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>