

### COURSE INFORMATION

Course title:	Strategy in Organizations		
Course code:	BASM 514	Credits:	1.5
Session and term:	2024W, Term 2, PMBA	Class location:	HA 133
Section(s):	301	Class times:	Saturdays Feb 1, 15 & March 1 8:30am - 4:00pm
Course	February 1 – March 1, 2025	Pre-requisite:	None

### INSTRUCTOR INFORMATION

Instructor:	Amee Chande, Adjunct Professor		
Phone:	Please email	Office location:	N/A
Email:	<a href="mailto:amee.chande@sauder.ubc.ca">amee.chande@sauder.ubc.ca</a>	Office hours:	By appointment

### COURSE DESCRIPTION

This course is the second part of the Strategy in Organization curriculum, going deeper into the fundamentals of corporate and business strategy. The syllabus is built around real-world cases across industries and geographies. The readings include cases, as well as seminal articles in the field of strategy. Class discussion questions and assignments require you to think holistically about external and internal environments, to leverage frameworks and concepts learned in previous terms, and to apply your own personal experiences. This course is heavy on class discussion, and will provide ample opportunity to learn from the instructor, guest speakers and your classmates. This course is taught over only 3 days. Due to its intensive nature, it is imperative that students attend and participate in person, and have read and prepared the cases in advance of planned course days.




### LEARNING OBJECTIVES

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

1. Define strategy and differentiate between different levels of strategy
2. Analyze and understand the impact of industry structure on strategy and returns
3. Identify and evaluate different sources of building and maintaining competitive advantage
4. Identify and evaluate different levers for organic and inorganic growth
5. Explain the impact of risk, uncertainty and change on strategy & have some tools to mitigate it effectively

## SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
<b>Goal 5: Gender Equality</b> 	<p>This course has been designed to profile both protagonists and guest speakers of diverse backgrounds and genders.</p>
<b>GOAL 12: Responsible Consumption and Production</b> 	<p>During our module on growth, we will think critically about the corporate imperative for growth and the implications of increased growth (and thereby consumption) from a broader stakeholder lens.</p>
<b>Goal 9: Industry, Innovation and Infrastructure</b> 	<p>In class, we will discuss the importance of understanding the 'gaps' in the competitive landscape - and how this is the key that allows newer and often smaller enterprises to start and compete with larger more established competitors. We will also discuss the importance of innovation in maintaining competitiveness.</p>

**COURSE SCHEDULE** (Subject to change without consultation)

Classes	Date	Topic	Case/Industry
1a	Feb 1 - AM	<p>Strategy: Definition</p> <ul style="list-style-type: none"> <li>Article: Porter - What is Strategy - Harvard Business Review November 1996)</li> <li>Article: Christensen - Reinventing your Business Model</li> <li>Video: SCP Framework Video: McKinsey <a href="#">SCP</a></li> </ul> <p>Industry Analysis</p> <ul style="list-style-type: none"> <li>Article: A long term look at ROIC (McKinsey Quarterly 2006)</li> <li>Article: <a href="#">ROIC by Industry</a></li> <li>Case: American Airlines (9-615-009) - Harvard Business School</li> <li>Article: Between ROIC and a hard place (2017) - McKinsey Quarterly</li> <li>Article: <a href="#">Investing in Airlines</a></li> <li>Article: <a href="#">IATA Study on Returns</a></li> </ul>	Airlines
1b	Feb 1 PM	<p>Value Creation &amp; Value Capture</p> <ul style="list-style-type: none"> <li>Case: Apple and the Music Industry (W20374) Ivey Publishing</li> <li>Article: Taylor Swift and the Economics of the Music as a Service (HBR) - Nov 2014</li> <li>Article: <a href="#">The dry stream of musicians' royalties</a> (Sept 3, 2015)</li> <li>Article: <a href="#">Come stream with me</a></li> <li>Article: <a href="#">The relationship between musicians, master recordings and record labels</a></li> </ul>	Music Industry
2a	Feb 15 - AM	<p>Competitive Advantage</p> <ul style="list-style-type: none"> <li>Case: Carl's Jr Developing a Sustainable Competitive Advantage; Ivey Publishing (W20030)</li> <li>Exhibit - Porters Value Chain (on Canvas)</li> <li>Youtube: <a href="#">Video Restaurant Segmentation</a></li> <li>Articles on Tap &amp; Barrel - links on Canvas</li> </ul>	Restaurant/Casual Dining Industry <b>*guest executive</b>

2b	Feb 15: PM	<p>Growth</p> <ul style="list-style-type: none"> <li>• Case: Tesco PLC: Fresh &amp; Easy in the USA (9-511-009) November 2010</li> <li>• Article: Staircases to growth (1996) - McKinsey Quarterly</li> <li>• Article: The ten rules of Growth (Aug 22, McKinsey Quarterly)</li> <li>• <i>Articles related to Hub International - links on Canvas</i></li> </ul>	<p>Grocery: Tesco - Fresh &amp; Easy</p> <p><b><i>*guest executive</i></b></p>
3a	Mar 1 - AM	<p>Risk &amp; Uncertainty</p> <ul style="list-style-type: none"> <li>• Case: Waymo LLC (9-719-477) - Harvard Business School - July 2021</li> <li>• Article: how to build risk into your business model (Harvard Business Review 2011) Growth &amp; Innovation</li> <li>• Article: Blue Ocean Strategy, W. Chan Kim &amp; Renée Mauborgne</li> <li>• Article: Why Modular Building Hasn't Revolutionized Construction (Harvard Business Review Digital Articles) Mark Erlich Dec 2023)</li> <li>• Articles related to Stack Modular -links on Canvas</li> </ul>	<p>Self Driving Cars (Waymo) &amp; Modular Constructions (Stack Modular)</p> <p><b><i>*guest executive</i></b></p>
3b	Mar 15: PM	<p>Resource Planning &amp; Execution Implementation &amp; Execution</p> <ul style="list-style-type: none"> <li>• Case Note: Using Aggregate Project Planning to Link Strategy, Innovation &amp; the Resource Allocation Process (9-301-041)</li> <li>• Harvard Business School Article: How nimble resource allocation can double your company's value (August 2016)</li> <li>• McKinsey Quarterly Article: Strategic Performance Management</li> <li>• Creating a common language to drive execution (2017) Strategy&amp; /PwC</li> <li>• Webpage: <a href="#">Jim Pattison Group</a></li> </ul>	<p>Diversified Conglomerate</p> <p><b><i>*guest executive</i></b></p>

## ASSESSMENTS

### Component

### Weight

Class Participation

35 %

Term Assignments (2 assignments)	30 %
Final Assignment	35 %
Total	<u>100%</u>

### *Class Participation Expectations:*

The class is designed so you learned as much from each other as from me. Your mark will be a reflection the following criteria:

**Present:** 100% attendance, as a lot of our learning happens in the classroom. Any issues, please discuss with me directly, but obviously if you aren't present, you can't get the marks.

**Prepared:** Read the material in advance of class so you can fully participate in the class discussion and/or engage with the class speakers. I will assume you are prepared to speak if called upon, unless you have informed me otherwise.

**Engaged:** Be willing to ask questions or share your perspectives. Back up your comments with reference to readings or data. Demonstrate you are listening to others and thinking critically.

**Respectful:** Brevity is important given class time is limited. Furthermore, style is important; if we create space for one another, I am certain we will benefit from the diversity of our experiences and perspectives.

### *Details of Assignments*

#### **1: Competitive Advantage [due February 22, 11:59pm] [15%]**

**Note: this assignment to be completed in pairs with one paper submitted per pair.**

Pick a pair of companies from the list posted on Canvas.

- A) Articulate at a high level the business strategy of each company and how this strategy should translate to its price and cost position.
- B) Using public data, as best you can, show how the per unit pricing and various cost elements of the two companies compare with each other.
- C) Comment on how their pricing and cost structures align or do not align with their stated or inferred strategy or competitive differentiation.
- D) *Bonus* - Comment on the evolution over time by looking at the data over several years of history

#### **2: Implementation. [due March 8, 11:59pm] [15%]**

Choose a business and based on public information:

- A) articulate its strategy in your own words
- B) Define 3-5 KPI's/metrics that you would use to monitor strategy performance/implementation as CEO (avoid the obvious ones eg top line growth, profitability, ROE) and try and identify metrics specific to the strategy of your chosen company (ie leading indicators of success)
- C) *Bonus:* Provide commentary on metrics you would NOT use.

Explain the rationale/reasoning for your choices.

**Final Assignment: [due March 22, 11:59pm] [35%]**

**Company Check-in [due date February 16, 11:59pm] [complete/incomplete]**

*Submit a single paragraph outlining the company/industry you are selecting for your final assignment*

**Growth: “In fact, “grow or die’ is the moral imperative of all existence.” - Stephen R. Covey**

Pick a public company (or division/business unit of a large company). Briefly define the company’s business, its strategy and its main competitors.

- a) Analyze the **historic growth track record** of the company based on public filings, and compare this with 1-2 of its competitors. How well does the growth performance correlate with its stock performance? Provide any reflections from your analysis. [10%]
- b) **Organic Growth:** Review public documents/speeches etc. and summarize the stated organic growth plans of the company/division (growth rate and sources of growth). Provide a critical assessment of the proposed plans - are there any gaps in strategy? How believable/realistic are the plans? What potential obstacles or pitfalls do you see? [10%]
- c) **Inorganic Growth:** Make a theoretical case for an acquisition or strategic partnership your chosen company CEO/Division Head could consider to accelerate growth. The case should be broader than a financial rationale and consider the full strategic rationale. Only a high-level financial analysis is required, primarily to test for reasonableness (i.e. it is unreasonable to suggest Spotify acquire Apple iTunes). I am interested in the strategic rationale so please make that as explicit as possible. Finally, highlight any potential barriers or obstacles you foresee to the suggested partnership or acquisition. [10%]

### **Note on Assignments**

Term Assignments are short and frequent, as a way to not be overwhelming, and to help you keep up with the core themes of the course. The submission should be no more than 2 pages long (min 11-point font) and can provide numbers, graphics, text or whatever else you feel you need to answer the question. Final submission should be uploaded as a PDF on Canvas.

The Final Assignment is slightly more involved, and ideally you begin working on this project a few weeks into the course. I ask that by March 28, you review your selected company/industry with me by completing the assignment posted on Canvas. The final assignment should be no more than 8 pages long (min 11-point font) and can provide numbers, graphics, text or whatever else you feel you need to answer the questions. Final submission should be uploaded as a PDF on Canvas.

Marks are given for the content and also for presentation style and format. Specifically, I am interested in your ability to clearly and concisely communicate your mastery of the subject matter.

I encourage you to discuss your ideas with others in and out of the classroom (and maybe even your favourite chatbot), but expect the written submission to be your own original work. There are no right nor wrong answers to the assignments, and no bonus marks for ‘sexy’ companies or industries. I encourage you to choose companies or industries that you are familiar with for your assignments but it’s not required. If a company is large and complex, it may be suitable to focus on one division or business

unit (e.g. acquisition opportunities for Amazon Cloud specifically vs all of Amazon Inc). I am happy to discuss your idea before you do the analysis for the assignment if you find that helpful.

### LEARNING MATERIALS

**News articles** are posted on the Library Online Course Reserve.

<https://courses.library.ubc.ca/c.FVTgvw>

**IVEY Cases:** There is a required case packet which can be purchased online at Ivey. Cost of required materials: \$36.66.

1. Go to the Ivey Publishing website at [www.iveypublishing.ca](http://www.iveypublishing.ca)
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000002wKhx2AE>
4. Click "Add to Cart".
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
7. Once you have completed your order, click on your username on the top right --> Orders --> Purchases

IMPORTANT: Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.

NEED HELP? Contact your professor directly or email Ivey Publishing's Customer Support Team via a [Service Ticket](#)

### COURSE-SPECIFIC POLICIES AND RESOURCES

#### *Missed or late assignments, and regrading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

#### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

#### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. **Students missing more than 20% of the total**

scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

## UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic



integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### *Use of Artificial Intelligence*

#### **Generative AI Permitted Where Specified with Attribution**

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines, along with appropriate citations.

### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

### **ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x̱məθḵwəy̱əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### **NO DISTRIBUTION OF RECORDINGS**

There is no distribution of recordings of class. Classes are designed as and are intended to be in-person. Your attendance is expected. If you are unable to attend, the policy regarding missed classes described in this syllabus applies. It is your responsibility to ensure that you have the materials you need for missed classes.