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## **BA504: Business Strategy Integration (BSI): Foundation**

### ***Program: FT MBA Course Outline***

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#### **COURSE INFORMATION**

**Business Strategy Integration: Foundation**      **Term/period:** P1 & P2

**Coordinator:** Greg Werker

Email: greg.werker@sauder.ubc.ca

Office hours: By appointment

**Course duration:** Aug 30 – Dec 7

**Meeting times and locations:** *As listed below*

**Course website:** Canvas

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#### **BRIEF COURSE DESCRIPTION**

Learning about concepts in a theoretical manner, in isolation from other subject concepts, and by oneself, is relatively simple. The real value and higher level learning comes from integration and application of the concepts to real and often messy problems, in a team. BA 504 BSI: Foundation is meant to simulate this team-based, somewhat unstructured, cross-functional environment you will find in your careers after you graduate.

To this end, we have woven applied integration challenges throughout the program. For all students, these occur in BA 504 (this course) as a foundation to Business Strategy Integration. This then flows into BA 507 BSI: Global (GIE: Global Immersion Experience) when you have the added challenges of a new cultural context and shorter timelines. Many students will have courses that also offer similar integration challenges. Period 5 brings all students back into this integration frame, before you get to practice what you have learned in your BA 512 BSI: Experiential Learning summer internship or entrepreneurship project. As you come back to the final term of classes, you will have had considerable practice working in teams to solve a large variety of business problems and can apply these skills to your BA 508 BSI: Capstone class to wrap-up the program.

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#### **COURSE GOALS & LEARNING OBJECTIVES**

This course focuses on enabling professional development by enhancing students' ability to integrate different functional learning from all courses within a strategic analysis and decision-making framework. It consists of three integrated cases, a fourth "live" case, and a project. The course runs through periods 1 and 2, providing a foundation in applied integration for your GIE projects in period 3.

In this course, when we say "integrated" we mean thinking holistically about problems, and along three dimensions: (a) across functional disciplines, (b) across institutional perspectives (business, government, civil society) to facilitate the creation of shared value, and (c) across geographies and different business cultures and contexts.

The activities in this course help students develop:

**Knowledge:** to bring together the basic concepts, ideas and methods from the full range of managerial disciplines interpreted in the broadest possible way to include, for example, not only finance and economics, but also business ethics, marketing, operations, organizational behavior, environmental sustainability, and interpersonal psychology.

**Skills:** to sharpen a broad range of skills essential to effective and responsible management, including (a) problem solving in both simple situations (say, with data analysis and statistics) and complex situations (where relevant facts and theories from different disciplines must be integrated in order to make an insightful decision), (b) skills of leadership, teamwork, and interpersonal relations, and (c) skills in both written and verbal communication.

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Students will be able to ...

1. Analyze and discuss complex managerial decisions and situations from multiple angles.
2. Discuss how a culture of leadership, responsibility, teamwork, and community can be transferred to future ventures.
3. Demonstrate good communication and teamwork skills.
4. Explain a base of business knowledge, integrating from different functional areas, and use various strategy frameworks to assess, critique, and improve a business model for a given organization.
5. Undertake a discovery meeting with a client organization and frame the terms of reference for a project. Undertake competitor and customer research including primary and secondary research methods.

**COURSE MATERIALS & REQUIREMENTS**

**Reading Materials:** The three cases, materials related to the live case, and materials provided by the companies for the projects. Additional materials may be posted (or linked to) on Canvas.

**Other Learning Resources:** Library resources, library databases, articles, and other related materials.

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**ASSESSMENT SUMMARY**

<i>Attendance</i>	10%
<i>Case 1 group memo</i>	10%
<i>Case 2 Individual memo</i>	10%
<i>Case 3 presentation</i>	10%
<i>Live case group memo</i>	10%
<i>Live case group presentation</i>	10%
<i>Project progress review</i>	5%
<i>Project report</i>	15%
<i>Project presentation</i>	20%

**ASSESSMENT DESCRIPTION**

**Attendance:** After each of the ten classes (starting Sep 14) you will assign yourself a grade as follows:

- 0 = Absent.
- 0.5 = Arrived late and/or returned late after the break. Or on time, but not really paying attention.
- 1.0 = On time, displaying name tent, and actively listening.

**Case 1:** This memo is to be completed in your BSI groups.

**Case 2:** This memo is to be completed individually. All of the analyses and the write-up must be your own work.

**Case 3:** This case involves creating and giving a presentation. You will work in groups that will be posted three weeks prior to the due date. There is no written memo for case 3. All group members are expected to participate in creating the deliverable, and all group members should speak for roughly equal amounts of time during the presentation. How you divvy up the work and the different parts of the presentation is up to you.

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**Live case (case 4):** This memo and presentation will be completed in your BSI groups. You will receive the company materials and the assignment 2 weeks prior to the event. As with case 3, all group members are expected to participate in creating the deliverable, and all group members should present for roughly equal amounts of time.

**Format for case memos (case 1, 2, 4):** *Your memos should be 2 pages, plus up to 2 pages of appendices. You do not need to include a title page. Pay attention to your use of white space, clear headings, and properly labelled figures/tables; bullets are reasonable but don't overuse them. There should be no typos, spelling mistakes, or other errors. Make sure you submit your memo as a PDF.*

**Project:** You will work on your project with your BSI group, and (depending on the company) there may be an opportunity to collaborate with other groups working with the same company (e.g., to ensure each group focuses on a different aspect of the problem). The project has three deliverables:

**Project progress review:** The progress review is an opportunity to refine the introduction, to clearly identify the issue, and to lay out your plan for completing the rest of the work.

Suggested outline:

- Intro / Issue identification.
- What you think the alternatives are and/or what the analyses will consist of.
- Tasks / timeline:
  - what you have accomplished thus far (be honest).
  - remaining tasks with due dates and who is responsible.
- Any concerns / issues / factors to mention (and how you might deal with these).

*Guidelines:*

- Length — probably under 3 pages.
- The Intro / Issue section should be written in paragraph form. *Hint: think of this section as a draft for your report.*
- For the remaining three sections, use sentences, bullets, tables, or whatever structure best conveys the information.

**Project report:** In addition to being graded, this deliverable will be shared with the company you're working with. It should assume some basic knowledge of the problem and the company, however, the main audience is the course instructors (and the grader). Therefore you may wish to provide some background information to give context. There is no page limit: The report should be as long as it needs to be while still being concise. Because each project has different requirements and deliverables, there is no set format you should follow.

**Project presentation:** Presentations will be given on the final day to a representative from your company. They will be graded by a Sauder judge, and feedback from the company may be incorporated into the grade. All group members are expected to present.

**iPeer Evaluations:** At several points during this course you will be asked to provide an evaluation of your group members' contributions. These evaluations are required (unless listed as optional). Failure to provide an iPeer evaluation by the deadline will result in a penalty of 1% on your final grade (for each missed evaluation). Suggestions for providing helpful and constructive feedback will be discussed in class.

Note that iPeer evaluations will be shared with your group members.

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**FEEDBACK**

You will receive feedback in a variety of forms in this class. If, at any time, you feel that the feedback is insufficient, unhelpful, or confusing, please speak with one of your instructors. The following activities are all opportunities for feedback:

**Group work:** When working with your group on a case or on the project, you are expected to learn from each other. The act of creating a case memo, a presentation, or a report is an excellent opportunity to informally receive feedback on your ideas from your peers.

**iPeer:** Your group members will provide feedback at multiple times through the use of iPeer.

**Group feedback session:** Early in the course there will be a session on how to provide and receive feedback. During exercises in this session you will provide, receive, and discuss feedback with your group members.

**Case debrief:** After handing in case memos (Case 1 group memo, Case 2 individual memo) the case debrief is an opportunity to learn more about different ways to approach the case, to see how what you did fits in with the instructors' presentation/discussion of the case, and to get ideas about what you might have done differently. You are encouraged to take notes during these sessions.

**Grades:** We will make every effort to return assessments within one week of when they are due (with the exception of Case 2, the individual memo, which may take up to two weeks due to the volume of memos). This written feedback on these cases is intended to augment the other types of feedback (e.g., group work, case debrief) and may provide you with additional perspectives.

**Presentation feedback:** You will receive oral feedback on presentations immediately following, coupled with video review of the Case 4 presentations with an instructor. As well, you will receive feedback from an instructor on your project presentation practice run. All of this feedback will focus on individual presentation styles as well as group dynamics and overall effectiveness of the presentation.

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**SCHEDULE**

Date Location	CLASS TOPICS	ACTIVITIES / READINGS	DELIVERABLES
Aug 30 HA132	<b>Case Method</b> (Darren Dahl)	Be prepared to take notes.	
Sep 14 HA132	<b>Case 1 — Westlake Lanes</b> (Joey Hoegg & Scott Sinclair)	<b>Westlake Lanes case</b> Be prepared to discuss in class.	Case 1 due 11pm Sep 13. iPeer due 11pm Sep 14.
Sep 21 HA132	<b>Strategy Toolkit</b> (Darren Dahl & Greg Werker)	In-class activities on Value Chain, Blue Ocean Strategy, and Business Canvas model.  Group feedback session.	Review the feedback your group provided on Case 1 prior to class.
Sep 28 HA132	<b>Case 2 (individual) — Zara</b> (Tim Silk)	<b>Zara case</b> Be prepared to discuss in class.	Case 2 due 11pm Sep 27.
Oct 5 DL009	<b>Workshop 1 — Intro to Projects</b> (Mary Chong, DJ Miller, Steven Minns, Greg Werker)	Introduction to projects. Library research skills. Communication skills teaser.	
Oct 15 Various	<b>Case 3 (competition) — Pacific Office Styles</b> (Tracey Gurton & Greg Werker)	<b>Pacific Office Styles packet</b> <i>(details to be posted on Canvas)</i>	Case 3 presentation Oct 15. iPeer due 11pm Oct 15.
Nov 2 DL009	<b>Workshop 2 — Projects</b> (Mary Chong, DJ Miller, Steven Minns, Greg Werker)	Work on projects. Communication skills. Library research activity.	
Nov 9 Various	<b>Case 4 (live case) — lululemon</b>	<i>(details to be posted on Canvas)</i>	Memo due 11pm Nov 7. Slides due 11pm Nov 8. iPeer optional 11pm Nov 9.
Nov 23 DL009 (DL011)	<b>Workshop 3 — Projects</b> (Mary Chong, DJ Miller, Steven Minns, Greg Werker)	Work on projects. Feedback on live case presentations. Group check-in based on iPeer feedback.	Progress Review due 11pm Nov 16. iPeer due 11pm Nov 16.
Nov 30 DL009 (DL011)	<b>Workshop 4 — Projects</b> (Mary Chong, DJ Miller, Steven Minns, Greg Werker)	Presentation practice run. Work on projects.	
Dec 7 Various	<b>Final Project Presentations</b>	<i>(details to be posted on Canvas)</i>	Report due 11pm Dec 5. Slides due 11pm Dec 6. iPeer due 11pm Dec 7.

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#### **KEY REGULATIONS**

**Attendance:** As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

**Tardiness:** As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

**Electronic Devices:** As per RHL Regulations on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

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#### **ACADEMIC MISCONDUCT**

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student’s responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC’s procedures for Academic Misconduct. In addition to UBC’s Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL’s policy on Academic Integrity.

#### **STANDARD REFERENCE STYLE**

The Robert H. Lee Graduate School uses [American Psychological Association](#) (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

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#### **LATE ASSIGNMENTS**

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