

COURSE INFORMATION

Course title:	Business Strategy Integration (BSI): Foundation		
Course code:	BA 504	Credits:	3
Session, term, period:	2019W1	Class location:	HA 132, DL009, others as posted
Sections:	001, 002	Class times:	Fridays 8:00 – 12:00, 1:00 – 5:00
Course duration:	Aug 26 – Dec 9	Pre-requisites:	N/A
Division:	–	Co-requisites:	N/A
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Greg Werker, PhD		
Phone:	604-827-0612	Office location:	HA 479
Email:	greg.werker@sauder.ubc.ca	Office hours:	<i>by appointment</i>

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.

COURSE FORMAT

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.

LEARNING OBJECTIVES

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.

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.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Attendance	5%
Case 1 group memo	10%
Case 2 group presentation	10%
Case 3 individual memo	10%
Live case group memo	10%
Live case group presentation	10%
Project — early research findings	5%
Progress review	5%
Presentation practice run	5%
Project report	15%
Project presentation	<u>15%</u>
Total	100%

Details of Assessments

Attendance: After each of the ten classes (starting Sep 13) 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 case involves creating and giving a presentation. You will be given the case in class that

morning, and will work in groups that will be assigned that morning. There is no written memo for case 2. 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.

Case 3: This memo is to be completed individually. All of the analyses and the write-up must be your own work.

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. 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, 3, 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 multiple deliverables:

Early Research Findings: There will be a 15-minute individual in-class writing assignment at the start of Workshop 2. Each group member should be able to answer basic questions about what was discussed at the initial meeting with the company, what information they gave you, what information you are still waiting for, and what alternatives are being considered at this stage. As well, there may be questions about what research you have conducted so far (e.g., topics, questions, databases, search terms, and what type of materials are available).

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.

Presentation practice run: Groups are expected to have a version of their presentation ready for Workshop 4.

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.

LEARNING MATERIALS

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. 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](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. 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](#).

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.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

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>.

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.

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ACKNOWLEDGEMENT

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

COURSE SCHEDULE

(Subject to change with class consultation)

Date Location	CLASS TOPICS	ACTIVITIES / READINGS	DELIVERABLES
Week of Aug 26 HA132	Case Method (Darren Dahl)	Be prepared to take notes.	
Sep 13 HA132	Case 1 — Westlake Lanes (Joey Hoegg & Scott Sinclair)	Westlake Lanes case Be prepared to discuss in class.	Case 1 due 11pm Sep 12. iPeer due 11pm Sep 13.
Sep 20 HA132	Strategy Toolkit (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 27 HA132, 133	Case 2 — Pacific Office Elegance (Tracey Gurton & Greg Werker)	POE case Details for the day to be posted on Canvas	Everyone arrives at 8am , ready to receive the case and work in different teams.
Oct 4 DL009	Workshop 1 — Intro to Projects (Mary Chong, DJ Miller, Steven Minns, Greg Werker)	Introduction to projects. Library research skills. Communication skills teaser.	
Oct 18 HA132	Case 3 (individual) — Zara (Tim Silk)	Zara Case Be prepared to discuss in class.	Case 3 due 11pm Oct 17. iPeer due 11pm Oct 18.
Nov 1 DL009	Workshop 2 — Projects (Mary Chong, DJ Miller, Steven Minns, Greg Werker)	Work on projects. Communication skills. Library research activity.	Early Research Findings to be completed individually in class.
Nov 8 Various	Case 4 (live case) — Methanex	<i>(details to be posted on Canvas)</i>	Memo due 11pm Nov 6. Slides due 11pm Nov 7. iPeer optional 11pm Nov 8.
Nov 22 DL009	Workshop 3 — Projects (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 15. iPeer due 11pm Nov 16.
Nov 29 DL009	Workshop 4 — Projects (Mary Chong, DJ Miller, Steven Minns, Greg Werker)	Presentation practice run. Work on projects.	
Dec 9 Various	Final Project Presentations	<i>(details to be posted on Canvas)</i>	Report due 11pm Dec 7. Slides due 11pm Dec 8. iPeer due 11pm Dec 10.