COURSE INFORMATION

Course title:	Business Strategy Integration (BSI): Foundation		
Course code:	BA 504	**Credits:**	3
Session, term, period:	2023W Term 1 Periods 1&2	**Class location:**	*See schedule below*
Sections:	001, 002	**Class times:**	*See schedule below*
Course duration:	Aug 31 – Dec 12, 2023		
Program:	FT MBA		

COORDINATOR INFORMATION

Instructor:	Sabrina Rai, CPA, MPAcc, BCom		
Email:	sabrina.rai@sauder.ubc.ca	**Office hours:**	*by appointment*

ACKNOWLEDGEMENT

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

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. In the summer we have BA 512 BSI: Experiential Learning summer internship or entrepreneurship project. At the end of the program, 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 "live" case, and a project. The course runs through periods 1 and 2, providing a foundation for the rest of the program.

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 way to include, not only finance and economics, but also ethics, marketing, operations, organizational behavior, 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 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 methods.

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:

Goal 4: Quality Education	BA 504 will incorporate discussions and case studies on the importance of sustainable development principles to educate future business leaders on these issues and responsible business practices. This course will explore ethical considerations related to employee education and development, such as access to training opportunities and addressing the digital divide.
Goal 8: Decent Work and Economic Growth	In our classes, we will learn about strategies for sustainable job creation and economic growth that consider social and environmental impacts. Examples include: labour practices and discussing the role of business in providing fair wages and security for their employees, inclusive employment by looking at strategies for promoting inclusivity in the workplace, and entrepreneurship through examining job creation by fostering innovation.
Goal 9: Industry, Innovation and Infrastructure	In our classes, we will explore how businesses can drive innovation within their operations, products, and services to remain competitive while also contributing to sustainable development. Additionally, we discuss open innovation, technology adoption and research and development investments.
Goal 17: Partnerships for the goals	BA 504 will emphasize the importance of partnerships and collaborations as well as the importance of engaging with various stakeholders. We will discuss how integrating the SDGs into business strategy is becoming increasingly important for organizations. Many businesses now recognize the need to align their strategies with the SDGs as part of their corporate social responsibility (CSR) and sustainability efforts.

ASSESSMENTS

Component	Weight
Participation / Professionalism	10%
In-class Activities	6%
Cases:	
• Case 1 Team Memo (Westlake Lanes)	13%
• Case 2 Team Presentation (POE)	13%
• Case 3 Individual Memo (D&G)	13%
Project:	
• Project — Progress Review	5%
• Project Report	20%
• Project Presentation	20%
Total	**100%**

Details of Assessments

Attendance: Developing professionalism means learning to actively listen, think critically, effectively communicate, and work as a positive and productive contributor. These skills will be evaluated through students' participation in class, discussions, and in group activities. After each class, 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 paying attention
- 1.0 = On time, displaying name tent, and actively listening

In-Class Exercises: Regular in-class exercises will provide ample hands-on opportunities for students to leverage their preparation for class and work with key concepts and tools to enhance their understanding of them. Most of these exercises will be completed in pairs or groups to capitalize on the benefits of peer learning.

Cases:
- *Case 1:* This memo is to be completed in your BSI teams.
- *Case 2:* This case involves creating and giving a presentation, working in a new team.
- *Case 3*: This memo is to be completed *individually.* **The memo must be your own work.**

> *Format for case memos: Your memos should be 2 pages, plus up to 2 pages of appendices. 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, spellingmistakes, or other errors. Make sure you submit your memo as a PDF.*

BSI Team Project: You will work on your project with your BSI team, and there may be an opportunity to coordinate with other teams working with the same company. The project has the following 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:
  - Intro section – should be written in paragraph form
  - Other sections – use sentences, bullets, tables, or the structure that best conveys the info

BSI Team Project Cont'd:

- **Presentation practice run:** Groups are expected to have a version of their presentation ready before the final presentation. Please refer to Canvas for deadline.

- **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 are 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 team members are expected to present.

- **iPeer Evaluations:** At several points during this course, you will be asked to provide an evaluation of your team members' contributions. These evaluations are required. Failure to provide an iPeer evaluation by the deadline will result in a penalty of 1% on your individual 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 <u>anonymously</u> with your team members and individual grades on team assignments may be <u>adjusted down</u> if an individual has not provided adequate contributions to these projects.***

LEARNING MATERIALS

- **Reading Materials:** The four cases, including materials related to the live case, and materials provided by the companies for the projects. One of the cases (Westlake Lanes) must be purchased from Ivey Publishing. All information will be posted on Canvas.

- **Other Learning Resources:** Library resources, 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](#). 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:

- **Teamwork:** When working with your team 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 team members will provide feedback at multiple times through iPeer.

- **Team 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 teammembers.

Feedback cont'd

- **Case debrief class:** After handing in case memos the case debrief class 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. You are encouraged to take notes during these sessions.
- **Grades:** We will make every effort to return assessments within 10 days of when they are due (with the exception of Case 3, which may take up to two weeks due to the volume). This written feedback is intended to augment the other types of feedback and may provide you with additional perspectives.
- **Presentation feedback:** You will receive feedback on presentations. 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 team dynamics and overall effectiveness of the presentation.

Regrading of Assignments

Requests for regrading of cases or assignments must be submitted within one week of the grades being released to the class. The request must identify the reason(s) why you believe your answer(s) and score(s) should be reviewed. The outcome may be either an increase, no change, or a decrease.

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.

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 (Including ChatGPT) Not Permitted

Any work submitted must be your own original work, written without outside assistance or collaboration. Any use of generative artificial intelligence (AI), including ChatGPT, is not permitted and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the UB Academic Calendar.

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COURSE SCHEDULE
(Subject to change with class consultation)

Date & Location	Class Topic	Activities & Readings	Deliverables
Week 0, Aug 29th	**CASE METHODOLOGY** *(Darren Dahl)*	• Be prepared to take notes	
Friday, Sept 15th 8-5 HA 492	**CRITICAL THINKING / STRATEGY TOOLKIT** *(Sabrina Rai & Tracey Gurton)*	• In-class activities on business models, critical thinking, and providing feedback to team members	• Graded in-class activities to be completed during lecture
Friday, Sept 22nd 8-12, 1-5 HA 133	**CASE 1 — WESTLAKE LANES** *(Joey Hoegg & Sabrina Rai)*	• **Westlake Lanes Case** – be prepared to discuss in class	• **Case 1 due 11pm Sep 21** • iPeer due 11pm Sep 23
Friday, Oct 6th 8-12, 1-5 DL 009	**WORKSHOP 1 — INTRO TO PROJECTS** *(Mary Chong, Tracey Gurton, Vik Kambli, Rob Prowse & Sabrina Rai)*	• Introduction to projects, library research skills, communication skills • Librarian visits	• Graded in-class activities to be completed during lecture
Friday, Nov 3rd 8-3 Location: HA 132 + 133	**CASE 2 — PACIFIC OFFICE ELEGANCE** *(Tracey Gurton & Sabrina Rai)*	• **POE Case** – details to be posted on Canvas	• Everyone arrives at **8am** - ready to receive the case & work in different teams • iPeer due 11pm Nov 5th
Friday, Nov 10th 8-12, 1-5 DL 009	**WORKSHOP 2 — PROJECTS** *(Mary Chong, Tracey Gurton, Vik Kambli, Rob Prowse & Sabrina Rai)*	• Work on projects • Librarian visits • Team check-in based on iPeer feedback	• **Progress Review due 11pm Nov 17** • Graded in-class activities to be completed during lecture • Practice presentations
Friday, Nov 24th 8-12, 1-5 HA 133	**CASE 3 — DOLCE & GABBANA** *(Tim Silk)*	• **Dolce & Gabbana Case** – be prepared to discuss inclass	• **Case 3 due 11pm Nov 23**
Monday, Dec 11th 8-3	**FINAL PROJECT PRESENTATIONS** *(Mary Chong, Tracey Gurton, Vik Kambli, Rob Prowse & Sabrina Rai)*	• Details to be posted on Canvas	• **Final Report due 11pm Dec 9th** • **Presentation slides due 11pm Dec 10th** • iPeer due 11pm Dec 15