

BUS 400 – 002 / 022 | Business Strategy Course Outline – Fall 2023

**Hill School of
Business' Mission**

We advance engagement in business and diverse communities through interdisciplinary thinking and research, experiential learning, and critical reflection for personal and professional fulfillment.

Times/Dates	4:00 – 5:15 p.m., Tuesdays and Thursdays, Aug. 31 – Dec. 5, 2023
Classroom	ED 616
Course Site	http://www.uregina.ca/urcourses/ and access through your UR account.
Instructor	Bruce Anderson, MBA, CMC, FCMC, CMC-AF, ICD.D
Telephone	(306) 337-2985 (Office) or (306) 539-6311 (Mobile)
E-mail	bruce.anderson@uregina.ca (please use UR Courses email)
Office & Hours	ED 512.2 / Will meet in-person or virtually; an advance appointment is required.

LAND ACKNOWLEDGEMENT

The University of Regina is situated on Treaty 4 lands with a presence in Treaty 6. These are the territories of the nêhiyawak, Anihšīnāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/ Michif Nation. Today, these lands continue to be the shared Territory of many diverse peoples from near and far.

COURSE SUMMARY AND OBJECTIVES

Strategic management is an essential skill for managers and entrepreneurs. An effective “strategic” manager asks the right questions and seeks the right information to make informed, strategic decisions. Business Strategy builds upon functional areas (e.g., HR, Finance, etc.) to help understand, analyze, formulate, implement, and evaluate strategy. Tools will be provided to understand how businesses (and other organizations) address their competitive environment. Effective organizations understand and respond to their environment, leveraging unique capabilities and competencies to pursue opportunities. Use of cases, guest speakers, and class discussion will expose students to the senior leadership context and simulate the role of decision-maker (i.e., think like a CEO).

The class will be participating in a collaboration with LaGuardia Community College (part of the 25-campus City University of New York system) in Queens, New York, USA, and Universidad de Guanajuato in historic Guanajuato, Mexico. The Collaborative Online Intercultural Learning (COIL) project connects learners from different countries in course work. This means new opportunities for students to gain global and intercultural experiences. Learning about other cultures and nations will make you a better global citizen and allow you to gain an appreciation of the international connections and dependencies that will affect your career and life.

LEARNING OBJECTIVES

By the end of the course, the student learner will:

1. Understand the analysis, formulation, implementation, and evaluation of strategy;
2. Appreciate the impact of environment on management;
3. Understand how and why organizations position themselves in a global market;

4. Gain and apply the skills needed to develop a strategic direction for an organization;
5. Integrate previous business classes, such as finance, into a broader strategic perspective;
6. Relate classroom theory to practical, real-life examples of local and global businesses;
7. Understand cross-cultural differences and gain a better understanding of trade activities and international dependencies (COIL related);
8. Enhance team-building skills and managing diversity across joint projects;
9. Generate options and select and evaluate appropriate solutions to organizational problems / issues;
10. Enhance abilities to make and execute strategic decisions;
11. Practice essential skills of insight, judgment, emotional intelligence, and creativity; and
12. Have fun while learning.

COURSE EXPECTATIONS

The course will use lectures and guest speakers, current events, cases and exercises, discussions, projects, audiovisual materials, online resources, and extra reading. Every student will be **prepared for each class and will participate actively in each class**. Students must attend at least 21 of 26 classes. Learning also happens with other students, so you are expected to contribute your knowledge, experience, and insight to other students' learning. Due to U of R privacy rules, the class is not recorded and you may not record any portion of class.

Accessibility	The University is committed to diverse and inclusive learning by providing services and support for students based on disability, religion, family status, and gender identity. Any students who require these services will contact the Centre for Student Accessibility to discuss the possibility of academic accommodation and other supports as early as possible. For further information, please email: accessibility@uregina.ca .
UR Courses	Contains all course materials, class tools, pre-recorded video, and PowerPoints. The materials <i>are not</i> substitutes for the required readings. Check UR Courses, before each class, for new content and / or updates.
IT Support	Contact IT Support for technical assistance (IT.Support@uregina.ca or +1 306-585-4685).
Contacting Instructor	Students are encouraged to contact the instructor for assistance. <i>Email is preferred through UR Courses</i> as external emails (e.g., justgoofy@yahoo.com) may not work.
Required Attendance	Students are expected to attend all classes, and may only miss a maximum of five classes (with advance permission). If you are late, you are marked absent.

Being Successful in the Course

The Instructor's course notes will be available on UR Courses in advance of each class, but do not rely solely on the course notes. The textbook and readings are essential in laying out the theory and concepts and will be discussed in class. Students need to understand these concepts and recognize how they are used.

Substantial pre-class work is needed to prepare for each class. Past students have indicated that up to two hours of reading and preparation is needed for each classroom case while another hour is needed to review textbook and course notes materials. Please plan your time accordingly.

You are expected to have read and have prepared **each** case regardless of if you are preparing as an assignment. By being prepared for the small-group and class discussion, you will build analytical and synthesis skills. Class discussion will bring out things students may have missed or not understood. Therefore, it is important to supplement the course notes with your own notes and review these after class to improve understanding.

Sickness

Any student who is experiencing COVID-19 symptoms and/or has tested positive for COVID-19, will not come to class. Please contact the Instructor as soon as possible to discuss potential accommodation. A student who is unable to attend an on-campus midterm exam must advise the Instructor in advance. There are no make-up exams for mid-terms. If the missed exam is a final exam, the student must submit a deferred exam application, to the Associate Dean, Undergraduate at Hill.Undergrad@uregina.ca, as the Instructor cannot amend final exam dates.

REQUIRED RESOURCES

Required Textbook

Dess, Gregory D., Gerry McNamara, Alan Eisner, and Steve Sauerwald. *Strategic Management: Creating Competitive Advantages* (11th Ed.). Toronto, McGraw-Hill, 2021. (ISBN: 978-1-266-19825-7). You may use older editions. Note: the eBook option is much less expensive (ISBN: 978-1-266-61153-7).

Required Cases

Cases will be selected and posted to UR Courses. Copyright fees for cases will be charged to your student account by Financial Services during the semester. Note: the cases written by U of R faculty are available at no cost to you. The extra cost is expected to be approximately \$30-45.

Additional Readings (on UR Courses)

Anderson, B. (2013). Innovation and Strategic Thinking. In J.B. Pealow & S. L. Humphrey (Eds.), *Association Management Development and Practices* (Ch. 31), Canadian Society of Association Executives.

Bain & Company. (2018, April 2). *Core Competencies*. Bain & Company.com
<https://www.bain.com/insights/management-tools-core-competencies/>

B Corps. (n.d.). *About B Corps*. B.Corps.com. <https://bcorporation.net/about-b-corps>

Business Financing. (2021, December 13). *Every Country's Top Export and Import*. BusinessFinancing.co.uk.
<https://businessfinancing.co.uk/top-export-and-import/very-Country's-Top-Export-and-Import-BusinessFinancing.co.uk>

Canadian Council for Aboriginal Business. (2019, September 6). *Business Reconciliation in Canada Guidebook*.
<https://www.ccab.com/wp-content/uploads/2019/09/Business-reconciliation-in-canada-WEb-final-AA.pdf> [Read pages 4-7, as a minimum]

Canadian Trade Commissioner Service. (n.d.). *Spotlight on Intercultural Business*. Trade Commissioner Service, Global Affairs Canada. <https://www.tradecommissioner.gc.ca/tcs-sdc/assets/pdfs/spotlight-feux/spotlight-Intercultural-Business-eng.pdf>

Carr, C. & Collis, D. (2011, September 21). *Should You Have a Global Strategy?* MIT Sloan Management Review.
<https://sloanreview.mit.edu/article/should-you-have-a-global-strategy/>

DeMatas, D. (2021, November 18). *How to Start an Ecommerce Business from Scratch*. ecommerceCEO.com.
<https://www.ecommerceceo.com/start-ecommerce-business/>

Denning, S. (2017, September 27). *Moving to Blue Ocean Strategy: A Five-Step Process to Make the Shift*. Forbes.
<https://www.forbes.com/sites/stevedenning/2017/09/24/moving-to-blue-ocean-strategy-a-five-step-process-to-make-the-shift/?sh=7ddb9ab47f11>

Drucker, P. (1990). *Quotes from Managing the Non-profit Organization*. CNBC.ca.
https://cnbc.ca/system/articles/pdfs/2332/original/Drucker_-_Managing_the_Non-Profit_Org.pdf

Edelman. (2021). *Edelman Trust Barometer 2021*. <https://www.edelman.com/sites/g/files/aatuss191/files/2021-03/2021%20Edelman%20Trust%20Barometer.pdf>

- Engelbrecht, W., Shah, T., Schoen, A. & Nevin, M. (2019, September 8). *Strategic Alliances for Competitive Advantage*. The Wall Street Journal. <https://deloitte.wsj.com/cfo/2019/09/08/strategic-alliances-for-competitive-advantage/>
- Fluvial. (2020, March 27). *Key Takeaways From “Different: Escaping the Competitive Herd” that any Founder or Marketing Leader can Learn from*. Fluvial Blog. <https://www.fluviomarketing.com/blog-summary/key-takeaways-from-different-escaping-the-competitive-herd-that-any-founder-or-marketing-leader-can-learn-from>
- Harroch, R.D., Lipkin, D.A. & Smith, R.V. (2018, August 27). *What You Need to Know about Mergers & Acquisition: 12 Key Considerations When Selling Your Company*. Forbes.com. <https://www.forbes.com/sites/allbusiness/2018/08/27/mergers-and-acquisitions-key-considerations-when-selling-your-company/?sh=597a379b4102>
- Hofstede Insights. (n.d.). *National Culture*. Hofstede Insights.com. <https://hi.hofstede-insights.com/national-culture>
- Imagine Canada. (2021, April 19). *Sector Stats*. Imagine Canada.com. https://imaginecanada.ca/en/360/sector-stats?gclid=Cj0KCQiAtqL-BRC0ARIsAF4K3WEDAI6mmlCVJAXdtGLbmSIPzY0m9HRQast4GjdB8T3ViMVXLt3PkaApiuEALw_wcB
- ISM. (n.d.). *Success is a Journey: Case Studies*. ISM Canada.com. <https://www.ismcanada.com/industry>
- Kostuch Media. (2015, February 26). *Canada’s Competitive Market is Making it Harder for Restaurants to Thrive*. Kostuch Media Ltd. <https://www.foodserviceandhospitality.com/canadas-competitive-market-it-making-it-harder-for-restaurants-to-thrive/?cn-reloaded=1>
- Laczkowski, K., Rehm, W. & Warner, B. (2018, November 29). *Seeing Your Way to Better Strategy*. McKinsey & Company. <https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/seeing-your-way-to-better-strategy>
- Leadem, R. (2017, April 8). *This Cow Illustrates 8 Business Models (Infographic)*. Entrepreneur. <https://www.entrepreneur.com/article/292515>
- MacDougall, A, Valley, J. & Jeffrey, J. (2020). *Diversity Disclosure Practices: Diversity and Leadership at Canadian Public Companies*. Osler, Hoskin, & Harcourt LLP. <https://www.osler.com/osler/media/Osler/reports/corporate-governance/Diversity-and-Leadership-in-Corporate-Canada-2020.pdf>
- Michels, David. (2019, June 17). *The Trust Crisis in Business*. Forbes. <https://www.forbes.com/sites/davidmichels/2019/06/17/the-trust-crisis-in-business/?sh=1922215d44a6>
- Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation*. Strategyzer. <https://strategyzer.com/books/business-model-generation> **[Read Pages 14-41 as a minimum – note: you will see these are not text-heavy pages]**
- Perricos, C. & Kapur, V. (2019, June 24). *Anticipatory Government: Pre-empting Problems through Predictive Analytics*. Deloitte Insights. <https://www2.deloitte.com/us/en/insights/industry/public-sector/government-trends/2020/predictive-analytics-in-government.html>
- Reddy, N. (2018, February 12). *Want a Successful Business? Build an Effective Strategy*. Forbes. <https://www.forbes.com/sites/forbescoachescouncil/2018/02/12/want-a-successful-business-build-an-effective-strategy/?sh=2dab178069bf>
- Sahadi, J. (2018, October 25). *How Successful CEOs Manage Their Time*. CNN Business. <https://www.cnn.com/2018/10/25/success/ceos-time-management/index.html>
- Smith, R. (2020, August 19). *5 Simple Steps to Valuing Your Small Business*. Business.com. <https://www.business.com/articles/four-simple-steps-to-valuing-your-small-business/>
- Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. National Centre for Truth and Reconciliation. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

SUPPORT SERVICES – RESEARCH, STUDYING & WRITING

You should access a faculty academic program advisor for any academic issues outside of this course. Other U of R services provided are:

- The **Student Success Centre** provides confidential guidance and support to students. Counselling services are also available for students experiencing anxiety, depression, other mental health-related issues, or chronic pain. Please visit <https://www.uregina.ca/student/counselling/>.
- **Mental Health Wellness Hub**. <https://www.uregina.ca/mental-wellness/>
- The **U of R Library** staff are always glad to help to students with research and assignments. Our business librarian, Kate Cushon is available to provide advice on your projects.
- **UR International** provides free academic and non-academic assistance (e.g., English language services, cultural transition, and new learning environment adjustment) for international students.

PREVENTION OF HARASSMENT POLICY

The University of Regina promotes a learning, working, and living environment that is respectful and free of harassment and discrimination. The University will neither tolerate nor condone any inappropriate or irresponsible conduct including any behaviour that creates an intimidating, hostile or offensive environment for study through the harassment of and /or discrimination towards an individual or group. The Respectful University Policy is at <https://www.uregina.ca/policy/browse-policy/policy-GOV-100-015.html>.

If you have concerns about any conduct occurring in BUS 400, please discuss this with the Instructor. You may also review the *Respectful University Policy Procedures (Revised 2017)* at www.uregina.ca or contact Coordinator, Respectful University Services at (306) 585-5400 or respect@uregina.ca.

ACADEMIC MISCONDUCT AND PLAGIARISM

While you are encouraged to interact with and learn from other students in this class, you are expected to do your own work. Copying others' work constitutes academic misconduct, and other examples of misconduct are sharing answers or talking during exams, using contract cheating sites like Chegg and Course Hero, signing other classmates in for attendance purposes, etc. You may not use any artificial intelligence tools, such as ChatGPT. You may not upload assignments and exams (including your own) or course content to the contract cheating sites, as the course deliverables and materials are copy written. Be sure you understand Student Code of Conduct and Right to Appeal, contained in the 2023-24 Academic Calendar <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/index.html> or ask your Instructor in advance about plagiarism or misconduct.

If you are **using someone's words or sharing their ideas, you must give them credit through proper citation (and references) or it will be considered plagiarism**. In-text citations must be included for all information found through research. This includes anything that was your own previous knowledge or your own personal research and analysis (where you are the author). It must be cited even if the information is paraphrased. **You must cite ideas too, not just the words** used. Do not purchase or access student assignments or similar information online. Even if cited, other students' work may not be used in any course assignments. NOTE: plagiarism in the form of **ANY** missing in-text citations and/or references will be referred to the Associate Dean – Undergraduate Program's office for investigation of academic misconduct. Do not hurt your academic career with plagiarism; cite correctly!

COURSE ASSESSMENT SUMMARY

DELIVERABLE	GRADING	DUE DATE
Individual Written Case Brief	10%	Sept. 12 - Nov. 16
Group Written Case Analysis	10%	Sept. 12 - Nov. 16
Mid-term Exam (case)	10%	Oct. 3
COIL Project	20%	Various dates
a. Ice-breaker: 4 marks (2 for video and 2 marks for comments)		
b. Analysis: Intercultural activity 3 mark		
c. Analysis: Class Assignments: 5 marks		
d. Collaboration: Review of Speakers and Team's work: 3 marks		
e. Reflection: Individual reflection on COIL project: 5 marks		
Term Project (individually or pairs)	20%	Dec. 5
Final Exam (case)	30%	Dec. 20
TOTAL		100%

Bonus Marks: If you attend the Hill Business Dinner on October 12 *and* email the Instructor a photo of you with a Hill Business Students' Society volunteer or Faculty member at the dinner, you will get a bonus mark of 2%. Also, the Hill Business Students' Association is holding a case competition on Friday, November 3rd. If you participate in all aspects of the case competition and are on a team (doesn't have to be with students in this class), you will get a 2% bonus mark. The total available bonus is 4%. However, you must pass the course and the final exam before getting the bonus marks.

Participant Pool Research Credit

The Participant Pool provides business students with the opportunity to participate in faculty research studies to earn up to 2% bonus marks on participating business classes. These marks will be added to your final grade if you have passed the final exam and passed the class before using the bonus.

For more information about the participant pool and to sign up for the studies, please visit the faculty website at: <https://www.uregina.ca/business> and then find Pool of Research Participants under Quick Links, and go to Sona Systems. If you do not have an account, register using your U of R email as ID (no other email will work). For example, if your e-mail address is bond007@uregina.ca, you should enter bond007 as your User ID (the same User ID you use for UR Courses). Use your U of R User ID whenever you contact the participant pool coordinator at: business.participant.pool@uregina.ca.

COURSE REQUIREMENTS

A. General

- You are expected to be prepared for each class – having read all course materials and prepared the cases and / or assignments. You can expect to be called upon in class. Please note that you are responsible for knowing all the material presented or discussed in the classroom.
- Every student is expected to participate fully in class, thus contributing to your peers' and your own learning. You can participate by asking questions, sharing experiences, and in other ways.
- Please inform the Instructor of any absences from class. You are expected to attend each class and be ready before class starts. Being late will be considered as an absence.
- You must commit to a minimum amount of course work (including attending at least 21 of 26 classes) to be in good standing and able to write the final exam. To pass this course, you **MUST** get a 50% or better average on the mid-term and final exams.

- No late assignments will be accepted. A mark of 0% will be assigned. There is no make-up for a missed exam. If the mid-term is missed for any reason, the marks will be added to the final exam.
- No changes to the final exam will be allowed by the Instructor. Extensions or requests for changes by students to the **final** exam will require the student to complete a formal request for deferral to be approved by the Associate Dean, Undergraduate.
- You will use the APA style for citations (<https://library.uregina.ca/c.php?g=606347&p=4202685>). It is not appropriate to use others' analysis or reports, nor to use unverifiable sites like Wikipedia, Investopedia, etc.
- All assignments are submitted through UR Courses before 11:00 p.m. on the day before scheduled class.

The grading is further detailed as follows:

B. Case Brief

Each student will submit one (1) individually written case brief from any case noted in the **Class Schedule**, *except for the case that your group is submitting*. You will pick the case you wish to analyze from the Class Schedule, but it cannot be the case that your group is analyzing. You are cautioned to avoid submitting very late in the semester. The case brief will be submitted before 11:00 p.m. on the day before when the case is scheduled. It is recommended that you complete a case brief after a few cases have been discussed in class, to be clear on expectations. If you receive a mark of less than 75% on your case brief, you will have another opportunity (by advising the Instructor) to submit an additional case brief for a future scheduled case. The best mark will be used in grading and a marking grid is on UR Courses.

Case Format to be used is as follows:

- **Introduction** - Define issue(s) and problem. Also, provide a brief context to the situation (avoid repeating case information). Likely 2-3 sentences would be sufficient.
- **Analysis:** Do not repeat case facts, rather explain what they mean. Conduct external and internal analysis.
 - **External Analysis** – Use appropriate environmental and industry analysis: Porter's Five Forces, industry life cycle, opportunities / threats, industry attractiveness, lifecycle, etc. You will make a conclusion, answering: What is the industry attractiveness?
 - **Internal Analysis** – Use appropriate analysis of current business strategy, structure, culture, business model, value chain analysis, core competencies, financial condition, strengths and weaknesses, etc. What is your assessment of current strategic posture (Mission, vision, objectives, and strategies - corporate, business, functional, and governance)? What is the firm's competitive/business strategy and how will that fit the environment? You will make a conclusion, answering: What are the firm's resources and competencies (or lack of), and can they be leveraged (or addressed)?
- **Alternatives & Discussion:** Offer high-level, mutually exclusive (i.e., either / or, but not "and") solutions to the problem. These will be of a "what to do", not a "how to do it" nature.
- **Recommendation:** Chose one option, based on specific decision criteria you have provided (not pros/cons but could be decision matrix, profitability, ROI, etc.).
- **Implementation and Action Plan:** Outline specific, measurable actions by time frames. Outline who does it, when, how or with what, and how much it will cost (an estimate is fine).
- **Conclusion:** Briefly summarize what you said in the write-up. A couple sentences will restate the problem, your solution, and a couple key actions to solve the issues.

No cover page is needed but make sure your name or student number is in the header or footer. Your write-up will be limited to two pages single-spaced, at least 11-point font with 2.5 cm. margins and using assigned headings. Up to two (2) pages of relevant appendices (e.g., decision criteria, detailed analysis, table, etc.) may be attached. **If you are over the 2-page limit (excluding appendices), marks will be deducted.** Submit a Microsoft Word document through UR Courses. **No PDF files are allowed.**

No outside research will be permitted so *no citations are needed*, as all needed information is in the case. You will **not** access or use any student papers nor use any other sources, as to do so will be considered misconduct. Your assessment will include written communication skills.

C. Group Case Analysis

A group of four (4) people will be assigned a case to be discussed in class. The group will conduct a written case analysis, following the **Case Format** in the Case Brief section. However, the report is expected to be 7-10 pages in length plus a Cover/Title Page and Appendices. Submit a Microsoft Word document (Windows-compatible) through UR Courses. **No PDF files are allowed.**

No outside research will be permitted so *no citations are needed*, as all needed information is in the case. You will **not** access nor use any student papers nor use any other sources, as to do so will be considered misconduct.

Your group will make an oral presentation via Zoom to the case's scheduled class. *All* members of the group will participate in a 10–15 minute presentation (excluding questions and answers) during class, outlining the case analysis. You may use a PowerPoint presentation or other format (with a limit of 5-7 slides) or use a more creative approach to make the presentation. One member will be designated to handle the slides or audiovisuals and not all members have to participate equally. Your assessment will include oral communication skills.

D. COIL Project

The Collaborative Online Intercultural Learning (COIL) project is about the trade relationship between the USA, Mexico, and Canada. Project teams will collect and analyze fundamental trade and international economic information and use that to build a strategy towards trade partnerships. You will form teams with students from LaGuardia Community College (these are 1st year students taking Introduction to Macroeconomics, the equivalent of ECON 202) and Universidad de Guanajuato (these are 3rd year students taking International Economics). An independent Moodle site (similar to UR Courses) will be used to share and organize the teams. Given time zone and class schedule differences, most activities will be done asynchronously (remotely). More information will be provided in class.

Components and Timeline of Project:

- i. Icebreaker (Week 1) – Each student will record a short video to introduce themselves (details to be provided). After watching the other team members' videos and post comments on the Moodle site.
- ii. Intercultural activity (Week 2) – Intercultural competencies' speaker and team work on understanding cultural differences) using discussion forum on Moodle site.
- iii. LaGuardia class work (Week 3) – Class collects information from 2010 to 2020, on the value of imports, exports, and trade balance between USA, Mexico, and Canada. They will also identify the three major trading partners for the three countries. Finally, they will examine some trade differences and changes (i.e., trading patterns, diversification in trade, and rationale for changes in trade volumes). Class posts assignments on Moodle site. A trade speaker will talk about the free trade agreement.
- iv. Guanajuato class work (Week 5) – Class will further analyze the information and offer insight into the North American trade agreement. They will be looking at supply chain, flow of goods / services, and resource / economic factor considerations in trade. Class builds on LaGuardia work and posts assignments on Moodle site. An industry speaker will speak about trade from company perspective.
- v. U of R class (Week 6 and 7) – U of R students will examine the information and make recommendations of how a company within an industry (we will be using value-added agriculture) would develop appropriate strategy to enter markets leveraging the North American trade agreement. Class builds on LaGuardia and Guanajuato work and posts assignments on Moodle site.
- vi. Individual Reflection (Week 8) – each person completes individual assignment.

E. Term Project

This project will be done in teams of 3-4 members. Your topic can be from the business, not-for-profit, or public sectors. There are two options:

i. Case Writing:

The term case project will consist of two parts. In the **first part**, students will research and prepare a strategy case (in the style of in-class cases) on a current business / organization, ideally one operating in Saskatchewan. Outside research is expected. The following content is typically used for the first part:

Opening Paragraph(s)

Content - General Company Info, Specific Area of Interest, Specific Problem or Decision, etc.

Alternatives (optional)

Concluding Paragraph(s)

Exhibits

Note: These are suggested titles; you will use your own titles to fit your content.

The **second part** involves creatively solving the case (with *no further outside research*), using the Case Format in the case brief section, but is not limited to two pages. No new information will be presented; all information must be contained in the first part. *Both parts are submitted as one document.* The length (of both parts) will be typically 7-12 pages, plus any exhibits and appendices.

ii. Consulting Project:

The consulting project involves identifying a business issue or organizational problem. The Instructor may have some available topics with already identified organizations. You will use the case analysis process / format and the standard Case Format (see Case Brief section). The report's length will typically be 7-12 pages, plus a title page, executive summary, table of contents, and appendices. The key differences between the case and the consulting project will be that the latter has more in-depth analysis, which may include both primary (e.g., surveys, interviews, etc.) and secondary research, and a more detailed implementation plan that includes risks and mitigation and any change management considerations.

For both projects, your written analysis will be graded on the quality of the written content, structure and flow of the writing, originality and creativity in your analysis and options, application of course content and understanding of the organization, integration of relevant research, and the articulation of an appropriate solution consistent with the problem(s) expressed in the introduction. The entire paper must read well together with a similar style and be free of grammar / spelling errors. Marking grids are provided on UR Courses.

You are expected to discuss your topic with me, well in advance. Your selected topic - organization and issue to address – and the group members (you and a partner) will be submitted in a brief e-mail early in the semester.

Submit a Microsoft Word document through UR Courses. **No PDF files may be submitted**, as submissions are marked with comments. The document will be at least 11-point font, single-spaced, and have 2.5 cm. margins.

You are expected to do outside research on the organization. You can seek the cooperation of the organization to do the case or the consulting project, OR you can use published sources only (this is easy with a very public organization) without the cooperation of the organization. Citations and references are done in the APA style (See Archer Library website for Style Guides).

F. Mid-Term Exam

This exam will be a case and will be discussed further in class. Your exam will consist of a small set of questions consistent with what was discussed during the course. You will submit a Word file of your answers. The case will

be posted in advance of the exam and may not be discussed with anyone, nor can you access any external resources. However, the exam is an open book, but you will be limited to only materials found on UR Courses.

G. Final Exam:

The final exam will be comprehensive and will be a case. Your exam will consist of a small set of questions consistent with what was discussed during the course. You will submit a Word file of your answers. The case may not be discussed with anyone, nor can you access any external resources. However, the exam is an open book, but you will be limited to only materials found on UR Courses. The exam will be discussed in a future class.

You **must pass the final exam to pass the course** and you must meet all course requirements to be eligible to write the exam. Course requirements include attending at least 21 of 26 classes and submitting all assignments. Your assessment will include demonstration of decision-making skills.

CLASS SCHEDULE

There is very little time spent in lecturing, and that means the onus is on you to prepare and understand the course material and prepare each case for the designated day.

The class schedule and course outline are subject to changes. Please check UR Courses site for any updates.

CLASS	DATE	CLASS TOPIC	READING	ASSIGNED TASK(S)
1	Aug. 31	Introduction / Overview In-class Exercise – Generic Strategies Strategic Management	Intro Slides Ch. 1 Sahadi: CEOs	Read course outline thoroughly Form groups for group case
2	Sept. 5	Case Analysis <u>Case 1:</u> Sun Café and Bar	Case Analysis Slides Sun Café Case	Read Case: No submission
3	Sept. 7	Business Models In-class Exercises <u>Case 2:</u> Neechie Gear	Osterwalder: BMC Entrepreneur: This Cow	Read Case: No submission
	Sept. 11	Submission of Individual Case Brief (if selected) and Group Case report		
4	Sept. 12	External Environments <u>Case 3:</u> Mount Joy Beverages Group Presentation Discussion of group projects	Ch. 2	Submit Case Brief (optional) Group: Case Analysis
5	Sept. 14	Follow-up on External Environments <u>Case 4:</u> Beanz Versus Starbucks Group Presentation	Kostuch: Harder to Thrive Denning: Blue Ocean	Submit Case Brief (optional) Group: Case Analysis
6	Sept. 19	Internal Analysis <u>Case 5:</u> PEI Preserve Co. Group Presentation	Ch. 3	Submit Case Brief (optional) Group: Case Analysis
7	Sept. 21	Follow-up on Internal Environment <u>Case 6:</u> West Paw Design Group Presentation	b-corps: About b corps	Submit project idea & names Submit Case Brief (optional) Group: Case Analysis

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8	Sept. 26	Resources & Capabilities <u>Case 7: Louis Vuitton</u> Group Presentation	Ch. 4 Bain: Core Competencies Anderson: Innovation	Submit Case Brief (optional) Group: Case Analysis
9	Sept. 28	Guest Speaker: TBD	Edelman Trust Barometer Michels: Trust Crisis	
10	Oct. 3	Mid-Term Exam (in class) ED531 - Computer Lab		
11	Oct. 5	Corporate Strategies <u>Case 8: Hillberg & Berk</u> Group Presentation	Ch. 6 Fluval Blog: Different Laczkowski: Better Strategy	Submit Case Brief (optional) Group: Case Analysis
	Oct. 10	<u>No class – Reading Week</u>		
	Oct. 12	<u>No class – Reading Week</u>		
12	Oct. 17	Business Strategies <u>Case 9: DOT</u> Group Presentation	Ch. 5 Reddy: Successful Business	Submit Case Brief (optional) Group: Case Analysis
13	Oct. 19	Follow-up on Business Strategies Lessons on Steve Jobs <u>Case 10: Shutout Solutions</u> Group Presentation	Smith: Valuing Biz	Submit Case Brief (optional) Group: Case Analysis
14	Oct. 24	Globalization <u>Case 11: AGT (A)</u> Group Presentation	Ch. 7 Carr: Global Strategy Hofstede: National Culture	Submit Case Brief (optional) Group: Case Analysis
15	Oct. 26	Globalization Guest Speaker: TBD	Trade Commissioner Financing: Top Export	
16	Oct. 31	Strategic Alliances Guest Speaker: TBD	Engelbrecht: Alliances TRC: Calls to Action	
17	Nov. 1	Follow-up on Strategic Alliances <u>Case 12: TransCanada's Energy East</u> Group Presentation	CCAB: Reconciliation	Submit Case Brief (optional) Group: Case Analysis
18	Nov. 7	Diversification and Acquisitions <u>Case 13: CAA Saskatchewan</u> Group Presentation	Harroch: Mergers CAA links	Submit Case Brief (optional) Group: Case Analysis
19	Nov. 9	Industry Change <u>Case 14: Plenty of Fish</u> Group Presentation	Ch. 8 DeMatas: Ecommerce	Submit Pre-Class Prep Group: Case Analysis
20	Nov. 14	Intercultural Competencies Guest Speaker: TBD		

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21	Nov. 16	Implementation & Control Case 15: Carmichael Outreach Group Presentation	Ch. 9 & 10	http://www.endhomelessnessregina.ca/housing-first/ Submit Case Brief (optional) Group: Case Analysis
22	Nov. 21	Not-for-Profit Sector Guest Speaker: TBD	Drucker: Managing NPO Imagine Canada: Stats	
23	Nov. 23	Governance, Leadership & Ethics Guest Speaker: TBD	Ch. 11 MacDougall: Diversity	
24	Nov. 28	Business Analytics Guest Speaker: TBD	ISM: Case Studies Perricos: Predictive Analytics	
25	Nov. 30	Miscellaneous Topics We will discuss topics of your choice.		
26	Dec. 5	Wrap-Up and Review Evaluation		Submit term projects
	Dec. 20	Final Case Exam 2:00 – 5:00 p.m. Location: TBA		