



GBUS-815

Winter

2023

MBA- 815

INSTRUCTOR DETAILS:

Instructor:

Time: 19:00-21:45 Thursday

Office:

Office hours: 10:00-12:00 Thursday or on appointment

Business phone:

Home phone:

Fax: E-mail: (Use this address if you have a question needing a quick response. **To submit assignments, use the UR Courses address from the course website**)

Zoom:

See your UR Courses account on www.uregina.ca

1. COURSE DESCRIPTION

This course will allow you to learn how to **determine the direction** of any organization and **undertake actions that might influence its competitive position** in the marketplace. The purpose is to equip you with a **systematic process** to formulate, implement, control, and evaluate the strategies and policies necessary to improve the organization's long-term prosperity in a global, changing, and highly competitive environment.

At the end of this capstone course, you should be able to:

- **describe the process** of a successful strategic management;
- **analyze the general environment and competitive forces** in an industry or an organization's sector of activities;
- **assess the current resources and capabilities** of an organization and diagnose the **strategic posture** of an organization;
- identify **the synergy that can be created by managing the interdependencies between functional areas** of an organization;
- discuss the **various ways a given organization can improve its resources and build its competitive advantages** in domestic and global marketplace;
- **formulate a strategy** for a given organization at a corporate, business, and functional levels;
- **implement a strategy**, namely, by designing the appropriate organization structure and processes, and allocating necessary resources and time;
- **control the appropriateness of an implementation** and evaluate results of a strategy.

2. METHODOLOGY

Classes will consist of **lectures, case analyses, exercises, and discussions**. You are encouraged to question, comment, and give alternative viewpoints. The suggested textbook and material will help you to begin this thinking. The purpose of the classes is to elaborate and reinforce the designated readings of the textbook and other material. For this reason, the material identified in the schedule will be covered relatively quickly, allowing more time for additional information, examples and discussion. Therefore, it is important that



you complete the assigned readings before class. Please get more information on the UR course website (each student has his/her personal account). Note that this course builds heavily on the professionalism to a substantial degree. Therefore involvement into discussion bringing in your personal experience is expected.

3. TEXTBOOKS AND SUPPLEMENTARY MATERIAL

Required Textbooks:

John G. Gamble, Margaret A. Peteraf, and Arthur A. Thompson. 2024. Essentials of Strategic Management: The Quest for Competitive Advantage. McGrawHill. New York. ISBN: 978-1-266-22711-0 MHID:1-266-22711-3

You will find slides and other materials on the McGrawHill website. Slides used in class are stored on the course website along with other handouts if any.

For those who will follow the class on Zoom, you need a reliable computer (with zoom.us installed). Internet connection, webcam that must be permanently turned on during the class time to ensure your presence.

4. GRADING

Table with 2 columns: Group Work and Individual Work. Rows include Case analysis and presentation (15%), Step reports of the company you have chosen (6%), Your peer evaluation of group step reports by other groups (5%), Final report of the company you have chosen (14%), Write-ups (16%), Quizzes (14%), Final exam (20%), Attendance and participation (10%), Total (40% and 60%).

5. ASSIGNMENT AND EXAM REQUIREMENTS

5.1 Case analysis and presentation:

The class will be organized into 8 teams (4 students this semester, exceptionally 5 after agreement by the instructor) . The group will carry out one case analysis according to the schedule. In forming these teams, please consider both the expertise of each of the team members across functional areas (i.e., marketing, finance, accounting, HR etc.) and the scheduling flexibility (i.e., ability of team members to meet out of class). Each team will analyze and make a presentation of one case (from the list on the schedule) during the semester. The case presentation will be worth 15% of the mark. It must be chosen by each



group on the course schedule (**First come, first served**) and presented for classes according to the schedule.

The presentation will be evaluated for the manner, the speaking style, the organization and presentation of pertinent facts (dealt with challenges and problems, correctly identified key case problems in relation with theory, distinguished between symptoms, facts, opinions, own inferences and underlying problems or causes), the quality of visual support, and the interaction leading. *The objective of the exercise is to present pertinent material analysis related to the case in the way that enables other students, first, to "size up the situation described in the case and to think through what, if any, actions need to be taken"; second, to discuss and relate the case to the theory as scheduled during the week and the weeks preceding the day of the presentation; and third, to defend one's position according to related theory and facts.* The interaction of the participants should lead to decisions, maybe different from yours, based on the combined intelligence of the class. Slides to be used must be submitted in electronic format prior to the presentation.

At the end of each presentation, the class and I will use the form attached to this syllabus to rate your presentation. The class's average rating will then be averaged (fifty, fifty) with my rating to determine the quality of your presentation. If I have the impression that a student assessment is done with an excessive leniency or severity, I may exclude this assessment before calculating the average. A student whose assessment is excluded two times will be penalized for his/her poor participation as indicated below. The student submitting the peer evaluation of the presentation must give to the file and the object of the message a name including: your **first name + the first letter of your last name + peer evaluation of name of the case**. This message of evaluation must be submitted to the appropriate place on the UR course.

Please do not feel frustrated by comments or questions from your colleagues or myself following your presentation. They are part of the process of learning and useful for yourself and your colleagues. The other students in class should not fear to ask questions to those who are presenting if these questions can help the class and the group to better understand the strategic management process. If the group does not have the response, there will be someone in the class to help. This will be beneficial for the whole class to learn better. **Only remarks of interest for the whole class are given by myself at the end of the presentation, the final evaluation (from students and myself) will be given at the end of the semester.**

My evaluation is not based on the number of questions following the presentation, but on the effort that the group has made to analyze the case and be ready for the presentation. I keep in mind that the group is still in the process of learning and its mistakes can be a source of learning for the whole class. During the preparation, any group needing help can make an appointment for a meeting with me. The object of that meeting is not to analyze the case for the group, but just to give some clarifications.



5.2 Step reports of the company:

Each team will analyze the strategic management of a company of its choice (preferably choose a publicly-traded company in Regina for an easy access and data availability). It is encouraged that students choose a company that is facing key strategic issues or is dealing with some strategic changes. You can imagine yourselves as the company's top management team or as a team of consultants. You will conduct an in-depth study of the firm, and analyze its vision, mission, external and internal environments, identify the firm's current strategies, identify strategic options for the future, come up with a set of detailed "recommendations" to improve firm's long-term performance, and how to implement it. This report will be made in three steps as indicated on the course schedule. The first and second steps will cover the related material covered in chapters indicated on the schedule. These 2 reports will be examined by another group chosen randomly from the class. The peer evaluation of the group must be submitted in electronic format to the instructor and the group (author of the report) at 12:00 at the latest the day of its examination in class as indicated on the course schedule. For more details on a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

5.3 Final written company report

Your group will take advantage of the comments received in the 2 previous step reports to write the final report that will cover all the material covered during the semester

I expect a written report of 10 one and half-spaced typed pages (Table of content, executive summary and exhibits excluded) and prepared in the format recommended in Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Sixth edition. University of Chicago Press. Chicago. 1996 (Library: LB 2369 T8 1996) or later editions. If you use another format, you should be consistent in the whole report. Each written report is to be composed of the following sections:

- Title page;
- Table of contents;
- Executive summary (1 page: not to be confused with the introduction)
- Introduction (e.g, what is the firm? Where is it operating? How is it doing? What is the problem? How are you proceeding to find the solution? Half of a page or less)
- Analysis of the external environment (e.g., PESTLE, Industry using the Porter's five forces framework and others, Stage of development, Strategic group, attractiveness, etc.)
- Analysis of the internal environment (e.g., Value chain & core competences; assessment of the current mission, vision, objectives, strategies, and corporate governance)
- SWOT Matrix and appropriate strategic actions for the future;
- Strategic alternatives (e.g., list of alternatives from SWOT refined and enriched with regard to the stage of development, the position of the firm, the nature of the industry,



the potential threats to sustainability of profits, the portfolio grid, etc. This process will lead to recommendations on corporate, competitive, and functional strategies.);

- Implementation plan: e.g., no changes scenario (stability) or recommended changes (growth or renewal) with detailed required resources, timeframe and action plan.
- Conclusion summarizing the key results you have reached.
- References & Exhibits (where you will put more details of your analysis)

Written case report must be submitted (electronic format) at the date indicated on the schedule on the appropriate place on the URcourse. It is worth 20% of the mark. It will be evaluated for the Format (appearance, aspects covered, English, etc.), the research done (amount and quality of data collected), and the depth and pertinence of the analysis (identification and presentation of pertinent facts and factors, your interpretation of the material in the case, how you relate them to the theory, your conclusions).

The written report is due at the beginning of class on the day it is due (i.e., the day they appear in the class schedule). Late submission will not normally be accepted without penalty. Penalty for late assignments can be worth from 10% to 100% of the mark depending on the importance of the lateness.

Generally, it works like this. Late written report in reasonable deadline is graded, just like other assignments, and then a penalty is assessed. The penalty is 10% per day. Papers more than 10 days late will be assigned zero.

Of course, report that is not due on the day that you have an **excused absence** is not penalized. However, it must be due the day you return to class.

5.4 Case Write-Ups (Report to be submitted on the appropriate place on the UR course)

There will be 8 case discussions during the semester. For each case, *except the day your group is presenting*, you are required to submit a one page, outlining your response to a specific question or set of questions (only your 5 best marks will be included in the grade calculation). The questions to be addressed will be posted on the course site (UR Courses: see the file **casesynopsis**). Note that these questions are only intended to help you focusing on a specific part (theme of the week and, if necessary, themes of previous weeks of the course when analyzing the situation in the case) or the whole situation of the company under study.

Each case write-up is worth 3.2% of the mark (21:5) and will be evaluated on both content and format. Note that a student who will miss to submit a write-up will receive zero for that write-up. Each write-up is **due before 10:30** the day of the session. No late submissions will be accepted. The write-up must be sent as an attachment by e-mail through the UR Course Website **to me**. The name of the file and the subject of the message must include: **your** first name + the first letter of your last name + name of the case. **It is highly recommended to save the file as an rtf (rich text format) document**. Important note: this assignment is individual and should not be done in group (see last point of **5.13.2.2 Violation – Acts of misconduct**). Also read the Hill-and-Levene-students-code-of-conduct.



5.5 Quizzes:

Two non-cumulative (covering only the part identified on the schedule) quizzes will be given to test your knowledge of information you are reading. Each quiz will consist of multiple choice, true and false or essay questions. Each quiz of no more than 20 questions will take approximately 20 minutes in length at the end of the class at the date indicated on the schedule. The two quizzes will be worth 14% of the mark.

5.6 Final exam (Open book, but only printed or hand written documents are authorized. No electronic or Internet documents and books are accepted):

The final exam is cumulative (covering material seen during the semester) and will be three hours in length on the date scheduled by the Faculty. It will consist of a case study. The final exam will be worth 20% of the mark.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/gradstudies/forms.html>

5.7 Attendance and class participation:

It is expected that students will attend be prepared for all classes. Attendance and participation are worth 10% of the mark. Each student should have a name card in front of him/her to facilitate interactions. Students should be ready to discuss material related to assignments and case studies. They should also be prepared to answer to review questions if necessary (short test could be done during the lecture). Each student will at least read the cases scheduled to be handled during the class period and be ready to carry out related analysis. During the class, students are expected to share concepts, information, experiences etc. It seems important to point out as stated by Robbins and Langton (1999) that participation can be and is:

- providing recapitulations and summaries;
- making observations that integrate concepts and theories;
- citing relevant personal examples;
- asking key questions that lead to revealing discussions;
- engaging in devil's advocacy;



- disagreeing politely and respectfully with the instructor or the group when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, theory, issue or practice;
- being an active participant in group discussion;
- working with others to come to a common understanding of topics.

Furthermore, you should avoid continuously dominating class and group discussion. You should also listen to what others say. Come to class well prepared and equipped to intelligently discuss the topic of the day. Do not be a warm body in the classroom whose mind is pre-occupied with other critical issues than the matter of the course.

Class participation is an important part of the learning process in this course. You should be able to demonstrate knowledge of the readings, make thoughtful comments, and challenge the literature, the instructor, or fellow students. While your voluntary participation is highly encouraged, you should be prepared to respond when called upon to give your opinion on specific issues.

Note on the group work: The objective of a group work is to initiate each student to teamwork practice that is nowadays a requirement to success in the marketplace. An effective teamwork member needs to have a higher level of willingness to carry out the work dedicated to one's group, cooperate with other members, and build trust that leads to leaning on each other effort. Generally, we give the same mark to team mates to recognize this work sharing.

But if the team members feel that each member did not bring to the group the effort required, they do request a special treatment for each member. This behaviour is consistent with what can happen in the marketplace where a member can be excluded from a group if he/she does not contribute adequately to the achievement of group objectives. Following a request, different solutions can be applied: peer evaluation or, even, exclusion. In the case of a peer evaluation, the group mark will be assigned to each team member according to his/her contribution.

6. PLAGIARISMS AND LANGUAGE POLICY

You may lose part or all of the term marks for this course if you are found guilty of plagiarism. Will be considered as plagiarism the submission of work that is not your own without citation and the submission of work generated for another course without prior clearance by the instructor of this course. Language used must be inclusive with regard to human beings (she/he, s/he or one).

7. STUDENTS WITH SPECIAL NEEDS

The Centre for Student Accessibility upholds the University's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity. Students who require these services are encouraged to contact the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For further information, please email accessibility@uregina.ca.



9. SCHEDULE

Dates	Reading Assignments/Topics	Cases and quizzes
Class 1a January 11	Introduction: course outline, expectations, Case Analysis" See textbook's Chap.13: pp.396 -421	
Class 1b Jan. 11	Chapter 1: Strategic Business models and competitive advantage Reading Chapter 1 - pp. 2-13.	
Class 2a Jan. 18	Chapter 2: Strategy making process overview Reading Chapter 2 - pp. 14-33.	<i>Constitution of groups</i> Case choice & identification of the firm to be analyzed due
Class 2b Jan. 18	Chapter 3: Evaluating a Company's External Environment (Part 1) Reading Chapter 3: pp.34-61	
Class 3a Jan. 25	Chapter 3: Analysis of the External Environment (Part 2) Chapter 2: pp. 36-69 (Continued)	<i>First written report on the chosen company's mission, vision, objectives, and business model</i>
Class 3b Jan. 25	<i>Case analysis process (See Slides on the case analysis)</i> <i>Read in advance the case Airbnb on pp.231-238 and be ready for discussion</i>	
Class 4a Feb., 1	Case 1: Costco Wholesale (Theme external environment) Case: pp. 239-264	Group 1
Class 4b February 1	Chapter 4: Evaluating a Company's Resources, Capabilities, and Competitiveness Chapter 4: pp. 62-84 <i>Readings: Building a learning organization (UR Courses)</i>	
Class 5a Feb. 8	<i>Chapter 4 (continued),</i>	Feedback on the first report
Class 5b Feb. 8	Feedback on the first report	
Class 6a Feb. 15	Theme 5: Business (Competitive) strategies (First part.) Chapter 5: pp. 85-128. See also other readings on the course website	Quiz 1 (Chapter 1-Chapter 4)
Class 6b Feb. 15	Theme 5: Business (Competitive) strategies (Second part.)	
Class 7a Feb. 29	Case 2: Lulemon Athletica (Theme: analysis of the internal environment) Case: pp. 265-287	Group 2
Class 7b Feb. 29	Chapter 6: Corporate strategies: (First part) Chapter 6: pp. 115128 (see LO3; LO4; LO5; & LO6 Chapter 8: 151-179 See additional readings on the course website	
Class 8a March 7	Case 3: Tesla's strategy in 2022 (Theme: competitive strategy) pp. 337-366	Group 3
Class 8b March 7	Theme 6: Corporate Strategies (continued) Chapter 6: pp. 115128 (see LO3; LO4; LO5; & LO6 Chapter 8: 151-179 See additional readings on the course website	



Class 9a March 14	Case 4: Pepsico's diversification (Theme: Corporate strategy) Case: pp. 378-388	Group 4
Class 9b March 14	Chapter 7: Strategies for competing in International markets Chap 7: pp. 129-150	
Class 10a March 21	Case 5: Beyond Meat in 2022 (Theme: International strategy) pp.300-321	Group 5 Feedback on the second group report
Class 10b March 21	Chap. 9: Ethics, Corporate Sustainability, and Strategy (First part) Chap 9: 180-197 See additional readings of the course website)	Quiz 2 (Chapters 5-7 including all materials covered in theme 6)
Class 11a March 28	Chap. 9: Ethics, Corporate Sustainability, and Strategy (Second part) Chap 9: 180-197	Feedback on the second report (Correction of the first report plus report on material covered till class 9b)
Class 11b March 28	Feedback on the second report	
Class 12 a April 4	Case 6: Meta Platform (Theme: ethics) pp.401-412	Group 6
Class 12 b April 4	Chapter 10: Superior Strategy Execution Chap. 10 pp. 198-228	
Class 13a April 11	Case 7: Spotify Technology (Theme: all) pp. 322-336	Group 7
Class 13 b April 11	Case 8: Macy's Inc: pp.391-400 (Theme: all) pp. 391-400	Group 8 Final report of the company due
April 18	<i>Final exam 19:00</i>	

NB. The write-up for each case will focus more on the themes seen in the classes before the day of the presentation and previous chapters if necessary. However the team that presents the case will cover the whole strategic management process.

Important Behaviours for Oral Presentations and Responses to Questions



A few advice for your oral Presentations

1. Make an appropriate opening comment
2. Vary your voice level and intonation throughout
3. Smile appropriately
4. Make eye contact with the audience
5. Look energetic, peppy, and forceful, avoiding leaning your chin on your palm on a table
6. Speak from carefully prepared notes and avoid reading your talk
7. Make major points clearly
8. Use good transitions between sections of the talk
9. Allocate your time appropriately
10. Audiovisual (A/V) assists must be clear and easy to read
11. Make additional A/V materials if needed
12. Minimize "uhs," "ahs," throat clears, and other speech interrupters?
13. Use advance organizers, namely, tell your audience where you are going at the beginning and at key point during the presentation
14. Make sure that the audience follows your results easily
15. Keep your talk simple and to the point
16. Avoid unnecessary details
17. Avoid distracting mannerisms (e.g., excessive movement or fiddling with clothing, mustache, or hair?)
18. Use strategic management concepts or other managerial vocabulary appropriately
19. Explain complex procedures clearly

For Oral Questioning from the professor or your colleagues

20. Make sure that your answers address the questions
21. Make sure that your answers are concise
22. Stay confident during questioning.
23. Qualify your remarks appropriately (e.g., acknowledging speculation as such)
24. Do not respond defensively to antagonistic questions
25. Rephrase hard-to-understand questions before attempting to respond
26. If you do not have a clue to answer to hard questions, use the mirror technique and get help from the class.

Written Case evaluation: _____ Semester: _____

Case						
Student						
Criteria I. Format (10%) - Length & conformity 2 - Aspects covered (balance among parts) 6 - General care (grammar & structure) 2 Total /10 II. Development (90%) - Identification of pertinent facts (10) - Recognized pertinent factors/causes (15) - Importance of research on the firm (15) - Coherence, quality & justification of options (20) - Adequacy of concepts & theories used (20) - Solution consistent with the problem (10) Total: /90 Total WR (I+II): 10+90= /100						



Peer Presentation Evaluation Form

Using the following scales, evaluate the group's presentation. Circle the number that best represents their performance, where 1 is "needs improvement" and 10 is "outstanding". Try to be as objective as possible, these will be used to determine group grades. Write additional comments at the bottom or on the back.

1. Dress, manner, and space occupation

Well-groomed, space well occupied 10 9 8 7 6 5 4 3 2 1
Untidy or/& bad space occupation

2. Organization and logical flow of presentation (integration, logic and coherence)

Very organized, coherent, & easy to follow 10 9 8 7 6 5 4 3 2 1
Disorganized and confusing

3. Creativity and originality

Creatively presented the material 10 9 8 7 6 5 4 3 2 1
Same old thing

3. Interaction with / involvement of audience

Asked questions, activity 10 9 8 7 6 5 4 3 2 1
You sat and listened during presentation

4. Interest of presentation/Good use of Time

Very interesting and time efficient 10 9 8 7 6 5 4 3 2 1
Bored to death and droned on forever

5. Clearness of presentation/Professionalism

Well done professional presentation 10 9 8 7 6 5 4 3 2 1
Presentation skills need work

7. Application of strategic management Topic(s)

Clear explanation of SM topic(s) 10 9 8 7 6 5 4 3 2 1
Still not sure if they had SM topic(s)

8. Clearly related strategic management theories to real world

Made connection between SM theories and organization examples 10 9 8 7 6 5 4 3 2 1
No relation of SM theories and organizational examples

9. Ability to field questions / knowledge of topic

Group appears to understand topic 10 9 8 7 6 5 4 3 2 1
They didn't know what they were talking about

10. Overall learning/new insights

You learned something from the presentation 10 9 8 7 6 5 4 3 2 1
You didn't learn a thing

___ TOTAL POINTS OUT OF 100 (add up the numbers circled)