



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part A**

School of: Business

Program: Business Administration

Option: ASTB OLU Degree

**BUSA 6800**  
**Strategic Management**

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<b>Hours/Week</b>	3	<b>Total Hours</b>	45	<b>Term/Level</b>	Degree
<b>Lecture:</b>	1	<b>Total</b>	15	<b>Credits:</b>	3
<b>Lab:</b>	2	<b>Weeks:</b>			

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**Prerequisites**

**is a Prerequisite for:**

<b>Course No.</b>	<b>Course Name</b>	<b>Course No.</b>	<b>Course Name</b>
BUSA 1100	Management		

**Instructor:**

Ike Hall      Office No.: SE - :315      Phone: 412-7409  
Office Hours: As Posted      E-mail [ihall@bcit.ca](mailto:ihall@bcit.ca)

**Course Record:**

Developed by:	<u>Ike Hall</u>	Date:	<u>January 1997</u>
	Instructor Name & Department (signature)		
Revised by:	<u>Ike Hall</u>	Date:	<u>January 2001</u>
	Instructor Name & Department (signature)		
Recommended by:	<u>Kevin Wainwright</u>	Date:	<u>January 2001</u>
	Program Head Name & Department (signature)		
Approved by:	<u>Chris Clark</u>	Date:	<u>January 2001</u>
	Associate Dean/Dean Name & Department (signature)		

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**Course Goals**

BUSA 6800 will prepare students to:

- Identify the importance of Strategic Management Systems for proper management and control of organizations.
- Advise business managers on the effective application and deployment of strategy in organizations.
- Apply popular business strategic concepts to create solutions to business problems.
- Employ teamwork and critical thinking skills in developing solutions to strategic problems.
- Apply effective written and oral communication skills in a problem-solving context.

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### Course Description

In this course students will gain an understanding of the relationship between management preferences, resources available, environmental issues, business strategy and organizational elements. They will examine strategic concepts as an enabler and facilitator of business strategy and as a control tool to track performance and improve managerial decision making. Cases and assignments will focus on small to medium size Canadian organizations looking for appropriate solutions to strategic issues.

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### Evaluation

Case Presentations and Assignments	35%
Midterm Exam:	20%
Final Exam:	35%
Participation:	10%
TOTAL	<u>100%</u>

## Course Outcomes and Sub-Outcomes

Upon successful completion of this course students will be able to:

1. Assess the changing role of strategy in business and society.
2. Evaluate the current use of strategic systems in an organization.
3. Assess the impacts of emerging strategies on an organization.
4. Identify management situations that can benefit from the appropriate application of strategic initiatives
5. Develop appropriate plans to use strategic direction for organizational improvements:
  - a. research and interpret business situations,
  - b. apply commonly used models and methodologies for analysis,
  - c. develop appropriate alternates and solutions, and
  - d. present analysis and recommendations.
6. Plan the implementation of a strategic system for an organization.
7. Design strategic systems that will address specific business problems.

## Assignment Details

### Case Presentations and Assignments: (team assignments)

- A series of case studies will be used to illustrate issues discussed in class. All case presentations and assignments will be done by teams of three or four students. Each team will present one case, write-up two cases and provide feedback on two cases.



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**Effective Date: January 2001**

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**Instructor(s)**

Ike Hall

Office No.: SE6 313

Phone: 412 7409

Office Hrs.: Posted

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**Text(s) and Equipment**

Selected Readings and Handouts

Beamish and Woodcock "Strategic management – Tests, Readings and Cases - McGraw Hill Ryerson"

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**Course Notes (Policies and Procedures)**

Students must achieve an average minimum-passing grade of 50% on the individual components of the assignments to pass the course (group work will not count if personal component is not passed).

All members of project teams will receive the same grade on project assignments. If teams have difficulty securing meaningful participation and contribution from any member(s) of the team, they are expected to seek assistance to resolve it.

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**Assignment Details**

**TUTORIAL REQUIREMENTS (PARTICIPATION)**

**10.0%**

***TUTORIAL ATTENDANCE IS COMPULSORY. The 10% attendance rule applies (see student handbook – page 12)***

The Tutorial Requirements (10.0% of the overall grade) is based on class participation.

*Excellent* participation is defined as a student consistently participating and moving ahead in class discussions. Volunteering high quality analysis and action plans. Assisting other class members in development and understanding of course objectives.

*Satisfactory* participation is defined as a student being prepared with good analysis and action plans when called upon. Understanding assigned readings and being able to explain the concepts put forward by the authors.

*Unsatisfactory* is defined as not being prepared when called upon, missing classes, presenting poorly reasoned analysis and poor action plans. Student is not familiar with assigned readings.

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The *oral critiques* are included in the tutorial mark of 10%

## TEAM CASE PRESENTATION

15.0%

There will be a “*Team Case Presentation*”. Students will chose teams within their tutorial/lab. Each team will prepare and *present* in tutorial an analysis of one of the assigned cases. The team “number” will determine which case each team is assigned and, consequently, which week the team presents its analysis. The presentations will be made according to the distributed schedule:

The presentation should not be more than 20 minutes. The presentation must discuss the three main components of a case analysis - symptoms and problems; problem analysis/application of Strategic theory - specifically from the lectures (including discussion of alternatives); and recommendations, complete with action plan(s).

**Symptoms and Problem Statement** - The team must identify the main symptoms in the case and be able to succinctly describe the problem/opportunity being faced. The problem identification should use Strategic concepts to effectively link facts in the case to the main symptoms, state the root causes, and not overlook key problems.

**Problem Analysis and Application of Theory** - The team must analyze the problem from an strategic point of view and apply Strategic theory to various feasible alternatives that may address the stated problem. The pros and cons of each alternative should be clearly derived from the appropriate Strategic theory.

**Recommended Solutions** - The extent that the recommended solutions resolved the root causes identified in the problem analysis section. The recommendations *must* include a plan (or plans) of action - Who is going to do What, and When, and How (the Why should have already been established).

The “problem analysis” will receive an equal evaluation weight along with the “recommendation”. However, this assignment will also be evaluated on the quality of presentation. This includes the clarity of the presentation and the ability to keep the audience’s attention. In all instances the theory from the lectures **MUST** be applied.

**NOTE: The presentation requires no written hand-in**

This course package includes a copy of the *rating form* used by the Instructor and the Critiquing Groups to evaluate the team case presentations.

The presentation counts for 15% of the overall grade.

## CRITIQUE

The **critique** does not require a written hand-in, but does require 2 comments/questions to be directed to the group that presented the case. Additionally, the *students critiquing* are requested to score the presenting group (utilizing the *rating form*), to help determine the final mark. The oral critiques are counted in the *participation* mark (10%).

**TEAM WRITTEN CASES: 2 @ 10%=20%**

**Dates according to the schedule**

The team *written cases* are due on the same date as the presentation for that particular case.

The team written case will follow the same format as the presentation, i.e. symptoms, problem analysis, and recommended solutions. The cases should run about 5-7 typed, double spaced pages. There is a description of a "Case Analysis Method" that is attached that you may find useful.

The written cases are worth 20% of your final mark.

**MID-TERM EXAM 20%**

**5 Mar**

This will be a combination multiple-choice and short answer essay questions, closed book exam, written in class, on the 5<sup>th</sup> of March 2001. **The midterm exam is closed book.**

**PEER EVALUATION AND INDIVIDUAL GRADES**

An unfortunate reality of team projects is that some members do not contribute sufficiently to the team's effort. Consequently, team members will evaluate each other using a standard form that will be submitted to the tutorial instructor, or to me, in confidence. **The peer evaluation form is attached and must be turned in before the final evaluation (grade) is released.**

The peer evaluation will consider each member's work effort, goal achievement, leadership, and other relevant performance factors. Based on these evaluations, individual team members will receive a grade that may be up to 15 percentage points above or below the "project grade".

I encourage you to schedule - in advance - several frank discussions in your teams about individual contributions to the team effort. Constructive performance appraisals, including feedback on each person's strengths and weaknesses, can help each person develop more confidence in areas of strength and pinpoint areas where improvement may be needed. The peer evaluation system is designed so that the average individual grade equals the project grade.

The peer evaluation grade is based on information from students, so an appeal to the professor will consist mainly of double-checking the accuracy of calculations from the student evaluation forms. However, all students have the right to the standard university appeal process. Students should be aware that peer evaluations are a sensitive matter and that attempts to influence or harass team members after the grades are posted may have severe consequences for a student's standing in the course or BCIT.

**FINAL EXAM 25%**

**16 April 2001**

This will be an essay questions/case exam. ***The final exam will be open book.***



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**Schedule**

School of: Business

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Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
January 8	Course Introduction – The Changing Role of Strategy – review of Strategic models		Team Set up	
January 15	Strategic Management – an Overview, and “Case Analysis”	Chpts 1 and 2	Kolapore Inc, pg 516	
January 22	Chapter 3 – Strategy Formulation and Environment Reading 3 – Canada at the Crossroads	Reading 3 – page 158, Chpt 3	Prince Edward Island Preserve Co, page 668	
January 29	Chpt 4 – Generic Business Strategies and Decisions Reading 5 - Sustainable Competitive Advantage – what it is and what it isn’t – page 197	Reading 5 – page 197 Chapt 4	Coral Divers Resort – page 683	<b>CASE A</b> <b>Airview Mapping Inc page 303</b>
February 5	Chpt 5 – Strategy, Resources and Capabilities Reading 6 – Keeping the Engine Humming page 220	Reading 6 - page 220 Chpt 5	Harley Davidson Motor Company (hand out)	
February 12	Chpt 6 – Strategy and Stakeholders’ Preferences/Values Reading #8 – Values Based Management – page 252	Reading 8 – page 252 Chpt 6	Briggs and Stratton (hand-out)	<b>CASE B</b> <b>Victoria Heavy Eqpt Ltd</b>
February 19	Chpt 10 - Corporate and International Strategies Reading 1 – A Guide to Evaluating Competitive Analysis Techniques – pg 131	Reading 1 – pg 131 Chpt 10	Papa John’s (hand out)	
February 26	Lecture TBA		Gametronics – page 453	<b>CASE C</b> <b>International Decorative Glass – page 483</b>

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
Mar 5	Mid term Exam			
Mar 12	TBA			
Mar 19	Chpt 7 – Organizational Design Reading 9 – Coping with Hyperinflation – pg 275	Chpt 7 Reading 9 – page 275	<b>University Hospital – page 776</b>	
Mar 26	Chpt 8 – Organizational Forms	Chpt 8	The Pepsi Challenge – Russia – page 747	<b>CASE D Lonely Planet Publications – page 546</b>
Apr 2	TBA		The New Beetle (hand out)	
Apr 9	Chpt 9 – Managing Strategic Change Reading 5 – From Warning to Crisis – A Turnaround Primer – page 210	Reading 5 – page 210 Chpt 9	Fish Products International – page 437	<b>CASE E Argyle Diamonds page 437</b>
Apr 16	Final Exam			