



## Comm. 400 Strategic Management

Instructor: L. Charles Scott, MAES, BA  
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Office Hours: As posted on Blackboard and at my office.

Information regarding the School of Business at UNBC can be found at: <http://www.unbc.ca/commerce>.  
Further information about the instructor is available at [www.scott-consulting.ca](http://www.scott-consulting.ca).

### Course Description:

An integrated course which focuses on the functions and responsibilities of senior management. The course deals with the concept of organisational strategy, including how it is developed and implemented in actual situations. Case analysis is a central component of this course.

### Course Objectives:

The main objectives of this course are to:

- 1) develop your abilities to complete a comprehensive analysis and diagnosis of a business and its environment, and to evaluate strategic alternatives.
- 2) increase your understanding of the managerial challenges involved with long term planning in a dynamic business environment.
- 3) introduce some of the major tools and techniques available to improve managers' strategic perspectives.

### Required Text:

Hill, Charles W.L. and Gareth R. Jones Strategic Management: An Integrated Approach, 12th Edition, Houghton Mifflin, 2015

Link to Coursepack on Harvard Business Publishing: <http://cb.hbsp.harvard.edu/cbmp/access/52605480>

### Course Assignments and Grade Weighting:

Assignment	Due Date	Grade Weight
Long Case Write-ups (2 cases)	Oct 7, Nov 25	30%
Group Executive Case Summaries (4 summaries)	Sept 23, Oct 21, Nov 18, Dec 2	20%
Midterm Exam	Oct 14	20%
Final Exam	To be scheduled	30%

### Assignment Description:

All assignments and written cases are to be completed by groups of three or four students. **Your first priority for this course is to find and join a group.**

Two long case write ups should be typed and double spaced, font size 11-12, normal margins, with a maximum length of 7 pages which can be split between text and numerical tabulations. Appendices may be attached, and do not count towards the 7-page limit.

- Case 1 – Indigo. Compare its latest Annual Report to those of Amazon and Starbucks. Consider the information on the retail bookstore sector provided in class, and augment with a substantive article from the business press (Macleans, Globe & Mail, etc.) from 2015 or 2016.

- Case 2 – Chipotle. Compare its latest Annual Report to that of YUM! (especially the Taco Bell division). Incorporate the HBR case provided for historical context.

Four group executive case summaries of major conclusions / recommendations must be submitted by each group for the indicated cases. The questions provided for each case should be the focus of your executive summary for that specific case.

- The summaries are to be typed, double spaced and of professional quality, with a maximum length of 2 pages of text. One page of key exhibits / numerical analysis that support your discussion / recommendations may be added as an appendix.

### Missing an Exam:

Advance notice must be given when a student is unable to appear for an examination. Only duly authenticated bereavement and illness are admissible justifications for absence from a scheduled exam. Students with an admissible justification on the midterm will write a cumulative final exam covering all of the material in the course.

### Grading System:

<b>Excellent</b>	A+	90%-100%	<b>Satisfactory</b>	C+	67%-69.9%	<b>Failure</b>	F	0%-49.9%
	A	85%-85.9%		C	63%-66.9%			
	A-	80%-84.9%		<b>Marginal</b>	C-		60%-62.9%	
<b>Good</b>	B+	77%-79.9%	D+		57%-59.9%			
	B	73%-76.9%	D		53%-56.9%			
	B-	70%-72.9%	D-		50%-52.9%			

### Course Schedule:

Date	Material Covered	Ch	Assignment
Sept 9	Strategic Management Process, Performance & Governance	1,11	Practice case
Sept 16	External Analysis	2	
Sept 23	Internal Analysis	3	Summary 1
Sept 30	Functional- and Business-Level Strategy	4,5	
Oct 7	Competitive Strategy	6	Long Case 1 – Indigo
<b>Oct 14</b>	<b>Midterm Exam</b>	<b>1-6,11</b>	<b>Midterm Exam</b>
Oct 21	Strategy in high-tech sectors	7	Summary 2
Oct 28	Corporate Strategy I & II	9, 10	
Nov 4	Class cancelled		
<b>Nov 11</b>	<b>Remembrance Day – UNBC closed</b>		
Nov 18	Global Strategy	8	Summary 3
Nov 25	Strategy Implementation	12,13	Long Case 2 – Chipotle
<b>Dec 2</b>	<b>Course review</b>	<b>1-13</b>	Summary 4

## Readings:

Articles to be reviewed in class are posted on Blackboard from the beginning of term. It is expected that students will review these articles ahead of class.

Assignment	Article	Due on
Practice case	One Game to Rule Them All (HBR)	Sept 9
In-class discussion	Market Research - How The Brexit Vote Reflects This Classic Psychological Error FAST COMPANY 2016 06 23	Sept 16
In-class discussion	The final days of Al Jazeera America CNN 2016 01 21	Sept 23
<b>Summary 1</b>	<b>EITHER</b> Netflix <b>OR</b> Disney's purchase of Lucasfilm	Sept 23
In-class discussion	Retail bookstores adjust to changing buying patterns 2012, 2014 USPS nears collapse BW 2011 05 26	Sept 30
<b>Summary 2</b>	Google – the Alphabet move	Oct 21
<b>Summary 3</b>	<b>EITHER</b> Apple reboots into retail <b>OR</b> The Farm-to-table opportunity	Nov 4
<b>Summary 4</b>	<b>EITHER</b> The LNG race: The lessons Canada can learn from Australia <b>OR</b> How Bad is BP?	Nov 18
<b>Long Case 1</b>	Indigo	Oct 7
<b>Long Case 2</b>	Chipotle	Dec 2

For those interested in a more detailed examination of topics, the following are provided for further consideration. Please note that these will not be used in the course.

- 1) Global context: Macro trends of primary focus to the U.S. government. National Intelligence Council, "Global Trends 2030: Alternative Worlds", [www.dni.gov/files/documents/GlobalTrends\\_2030.pdf](http://www.dni.gov/files/documents/GlobalTrends_2030.pdf). Readers are referred to the section on technology impacts, particularly the civilian technologies. The Internet of Things is of principal importance.
- 2) Socio-economic development: Niall Ferguson's TED Talk, "The 6 killer apps of prosperity": [www.ted.com/talks/niall\\_ferguson\\_the\\_6\\_killer\\_apps\\_of\\_prosperity?language=en](http://www.ted.com/talks/niall_ferguson_the_6_killer_apps_of_prosperity?language=en)
- 3) Market fragmentation impact on media: The growth of "Infotainment". The MSNBC documentary on Jon Stewart and the Daily Show: <https://www.youtube.com/watch?v=1D2PAGaKioM>. Note:
  - a) The core value proposition of the show (4:25-4:43 and 13:34-15:22);
  - b) How the "product" changes over time (5:50-7:10);
  - c) How it adapts to market context (7:24-10:10); and
  - d) The Jon Stewart "Brand" and the market segments it reaches (15:22-16:51).
- 4) Strategy in the initial stage of computers. Bill Gates and Steve Jobs full interview at D5 in 2007 ([https://www.youtube.com/watch?v=ZWaX1g\\_2SSQ](https://www.youtube.com/watch?v=ZWaX1g_2SSQ)). The link provides all Jobs' interactions at the global "All Things Digital" (or "D", for short). The 2007 interview with Jobs and Gates starts at the 6:45 marks. Pay particular attention to the discussions around the business model and "the high order bid" (starts at 8:35).<sup>1</sup>

<sup>1</sup> If Gates seems to have an edge at the start of the interview, it is because Jobs had delivered one of his famously nasty insults about Microsoft's offering in a software segment barely an hour earlier. Gates arrived shortly before the interview began to be informed of this, and had to be coaxed to go on stage to proceed with the segment. Jobs' conciliatory approach at the onset reflects a realization that he had once again failed to restrain his aggressive streak, resulting in yet another a mistake.

- 5) Finance at the societal level: Niall Ferguson, "Fiscal Crises and Imperial Collapses: Historical Perspective on Current Predicaments": [www.youtube.com/watch?v=jCR5YEadels](http://www.youtube.com/watch?v=jCR5YEadels). Prof. Ferguson's lecture starts at the 8:00 mark of the video.
- 6) Reflections on observer bias, pervasive self-interest, and the limits of human objectivity to which academia is not immune. Dr. Thomas Sowell notes ways in which highly educated people completely misunderstand major events and trends. The Hoover Institution's interview with Dr. Sowell on "Intellectuals and Society" is at <https://www.youtube.com/watch?v=Wln6INTxVpY>.

## **Disability Services:**

Any student in this course who, because of a disability, may need special academic accommodation are invited and encouraged to discuss this with me, or contact Disability Services.

## **Plagiarism and Academic Misconduct:**

It is the student's responsibility to be aware of UNBC's Academic regulations, policies and procedures as described in the University calendar.

A definition of academic misconduct includes:

*Cheating (using unauthorized material, information, or study aids in academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, assisting others in any act, submission of the same work for grades in two courses without permission of the instructor or attempts to engage in such acts.*

The regulations on plagiarism apply to all material submitted for a grade: essays, exams, assignments, cases, presentations, quizzes, and practice sets. Any case of suspected academic misconduct will be reported to the campus registrar. If the student is found guilty of academic misconduct there are both grade penalties and disciplinary penalties. Before there is any intention (on your part) or suspicion (on the part of your instructor or your peers) of wrongdoing, please see the instructor to discuss any problems of this nature. If your paper closely resembles a paper from this class or any other class (either written by you or another student, in this semester or any other), this will be considered an infraction of the academic misconduct code.

## **Ethical Standards:**

The following behaviors are considered unethical:

1. Telling the instructor that you "need" a certain grade.
2. Asking for extra assignments for the purpose of raising a grade.
3. Asking that the grade be raised because it is very close to the next higher grade.
4. Asking that the grade be raised because you did very well on one part of the course/grading scheme.
5. Asking for a higher grade because you don't like the grading scheme.
6. Asking to be allowed to turn in an assignment late - even a few minutes late - because of computer or printer problems or any other reason.
7. Asking to be treated better than other students by making an exception to the rules.
8. Asking for any other unfair advantage in grading.