

COURSE SYLLABUS



COURSE TITLE: BUS 480 Strategic Management
CLASS SECTION: Section B003
Wednesdays 6:00–8:50 pm
Centre for Health and Wellness (CHW) 339
TERM: Fall 2024
COURSE CREDITS: 3 credits
DELIVERY METHOD(S): Blended, Face to Face/Online

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Tabea Berg ([pronunciation](#))
EMAIL: bergt@camosun.ca
OFFICE: CBA 225C or Online
HOURS: Wednesdays, from 5:00 to 6:00 PM (before class) or by appointment (virtual meetings available as well)

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

How can organizations thrive in today's volatile, uncertain, complex and ambiguous environment? In this course, students examine the science and art of strategic management through discussions, cases, and in-class activities. Students will develop their ability to evaluate implicit assumptions that impact strategic choices. We will assess various ways, traditional and emerging, for conceptualizing success and value in organizations. Complex business issues, risks, and challenges faced by top-level managers, business owners and organizational leaders will be analyzed to identify strategic opportunities. Learners will design short- and long-term solutions and make recommendations for implementation.

PREREQUISITE(S): BUS 290 or Bachelor's degree from a recognized post-secondary institution

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course, you will be able to:

- Apply prevalent and emerging frameworks to determine organizational effectiveness
- Evaluate underlying assumptions that impact organizations' strategic choices
- Analyze an organization's internal and external environments by using appropriate strategic management tools in order to identify strategic opportunities
- Design novel and sustainable solutions for strategic challenges
- Recommend solutions by assessing strategic choices in terms of risk and potential impacts on stakeholders

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. Required Textbook: Crossan, M. M., Rouse, M. J., Rowe, W. G., & Maurer, C. C. (2022). *Strategic analysis and action (10th Ed)*. Pearson.
 - Available for purchase online [here](#)
 - Please note that the ninth edition of this book (published in 2016) is available in hardcopy format and would also be okay for use in this course.
2. Required Course Pack (Case Studies)
 - This is available through www.iveypublishing.ca at a cost of **\$16.35 CAD**.
 - This course pack comprises three cases. After registering for an account (if you do not already have one), the following link gives access to purchase the course pack: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000001qyU92AI>
 - When you purchase the course pack, this information is logged by Ivey Publishing and is accessible to the instructor. Additionally, if requested, you will be required to provide proof of purchase with the instructor. It is a violation of academic integrity to share or re-use previously purchased copies, or share copies with other students.
3. Any additional required readings are provided on D2L.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

General schedule patterns:

- **Classes** – every week on Wednesday evenings
- ****Prereading** – Due before the scheduled class; readings will also be required to complete individual and team posts**
- **Class prep posts (individual)** – Due every **Tuesday** afternoon before the upcoming class
- **Project work posts (team)** – Due every **Wednesday** afternoon before the upcoming class

Other:

- **Additional deliverables/assessments** are noted in the schedule with their respective deadlines.
- Class attendance/engagement is assessed on an ongoing basis.
- With sufficient advance notice, some dates and components are subject to change.

COURSE SCHEDULE & COMPONENTS

Week/ Class	Topics	Readings	Deliverables / Assessments	Deadlines
W1 Sept. 4	Welcome to BUS 480! → Course overview	<i>Course Outline</i>	Prereading	Before class**
W2 Sept. 11	Strategy and the General Manager	<i>Chapter 1</i> <i>DoorDash Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Sept. 10, by 3 pm
W3 Sept. 18	The Four Components of Strategy	<i>Chapter 2</i> <i>DoorDash Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Sept. 17, by 3 pm
W4 Sept. 25	Introduction to the Diamond-E Framework	<i>Chapter 3</i> <i>DoorDash Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Sept. 24, by 3 pm
W5 Oct. 2	Environmental Analysis and the Strategy-Environment Linkage	<i>Chapters 4 & 5</i> <i>Satya Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Oct. 1, by 3 pm
			Team Contract (team)	Fri., Oct. 4 11:59 pm
W6 Oct. 9	The Strategy-Resource Linkage	<i>Chapter 6</i> <i>Satya Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Oct. 8, by 3 pm
			Project work post #1 (team)	Wed., Oct. 9, by 3 pm
W7 Oct. 16	The Strategy – Management Preferences Linkage	<i>Chapter 7</i> <i>Satya Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Oct. 15, by 3 pm
			Project work post #2 (team)	Wed., Oct. 16, by 3 pm
W8 Oct. 23	The Strategy-Organization Linkage	<i>Chapter 8</i> <i>Arcane Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Oct. 22, by 3 pm
			Project work post #3 (team)	Wed., Oct. 23, by 3 pm
W9 Oct. 30	Evaluating Strategic Alternatives	<i>Chapter 9</i> <i>Arcane Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Oct. 29, by 3 pm
			Project work post #4 (team)	Wed., Oct. 30, by 3 pm
W10 Nov. 6	Strategy Execution	<i>Chapters 10 & 11</i> <i>Arcane Case</i>	Prereading	Before class**
			Class prep post (individual)	Tues., Nov. 5, by 3 pm
			Team Seminar Plan (team)	Wed., Nov. 6, by 3 pm
W11 Nov. 13	Team Meetings with Instructor (Teams 1-4)		Team/Instructor Meeting (team)	TBD
W12 Nov. 20	Team Project Seminars 1-4		Team Seminars (team)	In class, Nov. 20
			Engagement/ Feedback (indiv)	
			Self & Team Member Evaluation (indiv)	Thurs., Nov. 21 by 11:59 pm
W13 Nov. 27	Team Meetings with Instructor (Teams 5-8)	<i>Additional Course Resources (for final individual assignment)</i>	Team/Instructor Meeting (team)	TBD
			Course Synthesis Paper (indiv)	Fri., Dec. 6 by 11:59 pm
W14 Dec. 4	Team Project Seminars 5-8		Team Seminars (team)	In class, Dec. 4
			Engagement/ Feedback (individual)	
			Self & Team Member Evaluation (indiv)	Thurs., Dec. 5 by 11:59 pm

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams).

<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	DUE	WEIGHTING
INDIVIDUAL WORK		60%
<input type="checkbox"/> Class attendance/engagement	Ongoing	18%
<input type="checkbox"/> Class prep posts	Weeks 2-10	12%
<input type="checkbox"/> Self/Peer evaluation	Week 12 or 14	~
<input type="checkbox"/> Course synthesis paper	Week 14	30%
TEAM PROJECT WORK		40%
<input type="checkbox"/> Team contract	Week 5	~
<input type="checkbox"/> Team project work posts	Ongoing (Weeks 6-9)	20%
<input type="checkbox"/> Team seminar plan	Week 10	5%
<input type="checkbox"/> Team-led seminar	Week 12 or 14	15%
	TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

INDIVIDUAL WORK (60%)

This portion of your grade has four components, detailed below:

1. *Class attendance/engagement (18%)*

Throughout the term, you will engage regularly in in-class activities and discussions with your peers and the instructor to apply course readings, practice frameworks and analysis, and engage in peer-based seminars. Your level and quality of participation in each class will be assessed, which is only possible if you are present, on time, and there for the whole class. Additionally, you are responsible for any content – including assignment-related concepts and instructions – delivered in class; there is a strong correlation between attendance and doing well on course assessments.

2. *Class prep posts (12%)*

In Weeks 2-10 in the course, before our weekly in-person classes, you will complete a brief individual post (a paragraph or so). Detailed instructions will be provided in D2L for each post. While the prompts for the posts will vary, the purpose will be to demonstrate that you have read the assigned textbook chapter(s) and/or case and can apply key principles they address. Your post will be seen only by the instructor, but in the subsequent class, you will share the main ideas of your posts so we can continue the discussion. Assessment will be based on your demonstrated familiarity with the assigned prereading, ability to apply the concepts (as noted above) and to do so professionally (well-crafted sentences and APA citations). Class attendance is required to be eligible for full marks for a class prep post. There are nine prep posts in total, and the instructor will drop your lowest grade in this category; i.e., it will be based on your best eight posts.

3. *Self/Peer evaluation*

At the end of the team project, you will complete a self/peer-evaluation, which includes qualitative feedback (i.e., written comments) and quantitative ratings (i.e., numerical evaluations) of each team members' contributions, including your own. Results from this evaluation will be used to calculate individual grades for the team project assessments as outlined in the template provided in D2L (e.g., if individuals score below a specific threshold in numerical ratings, do not provide sufficient or appropriate comments, or neglect to submit the evaluation).

4. *Course synthesis paper (30%)*

This assignment allows you to delve more deeply into specific course topics and additional resources to demonstrate your content and process learning through analysis, reflection, and synthesis. It is a summative assessment in that its purpose is to “test” you on your learning and skill development in the course as an alternative to a final exam.

TEAM PROJECT WORK (40%)

Student teams will be created in class in Week 3 or 4. Each student team will focus on one small- to mid-sized organization (i.e., business or NFP) of their choice to research and critically assess using strategic management concepts and frameworks we will cover in the course. The team will take the position of management consultants to the chosen organization. The instructor will provide guidance on how to choose an appropriate organization.

This portion of your grade has four components, detailed below:

1. *Team contract (~)*

Each team will collaboratively create a team contract for the project using a template. While it is not graded as an assessment, students must submit it before they can get feedback on any of their team deliverables. More importantly, in the event the team experiences challenges with within-team accountability and/or team member expectations, this will be an important resource to consult – including for the instructor if invited by the team to intervene.

2. *Team project work posts (20%)*

In each of Weeks 6-9, your team will complete a discussion post that applies key concepts covered in the previous class or classes to your ongoing research and analysis into your selected organization. Detailed instructions will be provided in D2L for each post. As with the individual class prep posts, the prompts for the posts will vary from one post to the next. These team posts are expected to be generated through discussion and be drafted collaboratively in a synchronous meeting. These team posts will be assessed based on your team's understanding of and ability to apply relevant course concepts to your selected organization, the quality of your research (and citation), and depth of analysis and critical thinking. This critical analysis relies significantly on collecting and assessing relevant secondary source information on the organization's internal and external environment. (If you know a leader at the organization, you may also conduct primary research, if you have consulted the instructor first.) These team posts allow you to create content that you are likely to use in your Team-Led Seminar; therefore, they are a good investment for that assignment as well.

3. *Team seminar plan (5%)*

Your team will put together a draft plan for your team-led seminar that outlines what you intend to cover and the activities you intend to facilitate. You will submit your plan to the instructor so they and your team can use it as a reference in a coaching meeting you will have together the week before your actual seminar. You will be able to make changes to your plan – and you will almost certainly want to – after this meeting. However, the seminar plan you submit should still be a “best draft.” Your plan will be assessed on thoroughness, reasonableness, and attention to timelines and other facilitation details.

4. *Team-led seminar (15%)*

In Weeks 12 and 14, teams will lead an interactive seminar for the class that summarizes their analysis of their chosen organization and that involves their classmates in some kind of related discussion or activity. This seminar is the team's opportunity to effectively synthesize and present verbally and visually the key ideas developed in their discussion posts as if they were speaking directly to the senior managers at the organization studied. This seminar aims to critically analyze strategic management activities for your organization (i.e., the client) and provide recommendations for action. The team-led seminar will be graded both on the content presented, the engagement strategies used by the team, and overall facilitation during their seminar. Half the teams will be scheduled in Week 12, and the other half in Week 14. All students must be present for both classes and all seminars, even if it is not your week to lead a seminar. You will be assessed as individuals on your attendance, engagement, and the quality of written feedback you give to other teams. The feedback is intended as a development tool for the receiving team and will be largely qualitative.

COURSE GUIDELINES & EXPECTATIONS

Assignment formatting. The School of Business uses APA 7 style for formatting assignments and citing references. Proper citations and formatting using APA style will be required. See Camosun College citation guides: <http://camosun.ca.libguides.com/apa7>

- Where required by your instructor, submit all assignments into the D2L assignments by your last name.
- In-text citations for quotes, paraphrasing, and references must be consistent with APA standards.
- Grammar, spelling, style, APA formatting, citations, and referencing will be assessed in your mark.
- All submitted work must be properly referenced to sources where required by your instructor.
- Unless otherwise specified, you are to submit your work; any work collaborated (unless permitted by the course) will be considered violating the College's Academic Integrity Policy. See Camosun's (2021) policy at: <https://legacy.camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf>.

Acts of academic dishonesty include, but are not limited to:

- Using the exact words of a published or unpublished author without quotation marks or referencing the source of these words.
- Duplicating a table, graph, or diagram, in whole or in part, without referencing the source.
- Paraphrasing another person's ideas, whether written or verbal, without referencing the source.
- Providing answers to another student in any test, examination, or take-home assignment.
- Taking any unauthorized materials into an examination or test.
- Submitting the same paper or portions thereof for more than one assignment in different courses without the instructor's permission.
- If you are uncertain or have any questions regarding academic integrity, please do not hesitate to discuss these with your instructor.**

USE OF AI-BASED WRITING TOOLS

This is specifically about ChatGPT but applies to using any artificial intelligence technology in this class. ChatGPT is an AI-based language model that can generate human-like text and is available to students in this course. However, its use is limited to idea generation only. The purpose of this section is to outline the guidelines for using ChatGPT in this course and to specify the restrictions on its use.

- It is essential that students recognize the importance of generating their ideas and thoughts to enhance their critical thinking, problem-solving, and decision-making skills. Therefore, the use of ChatGPT, where explicitly permitted by the instructor, should be seen as a supportive

tool rather than a replacement for students' ideas and efforts. **In this course, your instructor will notify you of specific ways you can use AI.**

- Students are not permitted to use ChatGPT or other AI-based language models to complete assignments (including discussion posts/content); this includes revising or editing their work. Any use of ChatGPT or other AI-based language models for such purposes will be considered academic dishonesty and will result in appropriate action being taken, in line with the College's academic integrity policies.
- If using ChatGPT or other AI-based language models for any reason, students must cite the use of ChatGPT or other AI-based language models in their work, following the style guidelines for the course.
- Students are responsible for understanding the limitations and potential biases of ChatGPT and other AI-based language models and for critically evaluating their output.
- The use of ChatGPT or other AI-based language models is not a substitute for participating in class discussions or completing course readings.

SCHOOL OR DEPARTMENTAL INFORMATION

The School of Business is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is your responsibility to become familiar with the content and the consequences of academic dishonesty.

Deadlines, exams, and assignments. You must submit your assignments on the due date or as announced. A grade of zero will be assigned to late submissions. There are no additional assignments or make-up exams of any kind if you performed poorly on an assignment.

- a. Students registered through the [Centre for Accessible Learning \(CAL\)](#) should discuss timelines with their instructors at the beginning of each semester.
- b. Medical notes must be dated, signed, and be written on letterhead or prescription paper imprinted with the physician's name and address. Notes are accepted from Physician (GP or medical specialist), Nurse Practitioner, Psychiatrist, Psychologist, Counsellor and Aboriginal Elder. Electronic notes will not be accepted. Medical documentation must be received as soon as reasonably possible.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible College community member. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities:

<https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <https://camosun.ca/services/academic-supports/accessible-learning>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.