Yukon University

COURSE OUTLINE

LEAD 402
Strategic Business Planning

3 CREDITS

PREPARED BY: BA Faculty
DATE: August 27, 2020

APPROVED BY: Ernie Prokopchuk, Interim Dean
DATE: October 16, 2020

APPROVED BY SENATE: Click or tap to enter a date
RENEWED BY SENATE: Click or tap to enter a date
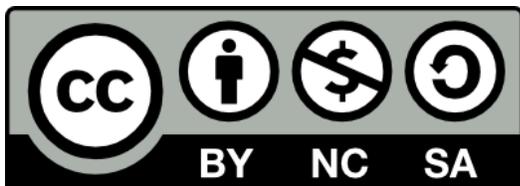
STRATEGIC BUSINESS PLANNING

INSTRUCTOR: S. McPhee-Knowles, L. Kanary **OFFICE HOURS:** By appointment
OFFICE LOCATION: A2433, 2435 **CLASSROOM:** On Zoom
E-MAIL: smcpheeknowles@yukonu.ca; lkanary@yukonu.ca
TIME: Tuesday, 4-5:30 PM
TELEPHONE: Sara - 456-8639; Lisa - 668-8863 **DATES:** Jan 5 to Apr 13, 2021

COURSE DESCRIPTION
This is the first of the fourth-year courses in the Bachelor of Business Administration program. Strategic Business Planning provides the framework and sets the expectation for other project-based fourth year courses while allowing students to demonstrate their capacity to develop and execute organizational strategies. Through LEAD 402 students will develop the consultancy skills required to effectively implement strategic change in a variety of northern organizations. Lastly, this course focuses on the importance of exploring northern, creative and socially responsible solutions and developing project management skills.

PREREQUISITES
BUS 270, LEAD 300, ECDV 301 or permission from the program.

RELATED COURSE REQUIREMENTS
Online course with both asynchronous and synchronous components – students are required to have a computer (with webcam and microphone) with an internet connection.

EQUIVALENCY OR TRANSFERABILITY
This course is new, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Business and Leadership.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to…

- Define, research and analyse northern business problems using core business knowledge and principles
- Explore creative and sustainable strategic business solutions
- Recognize and address systemic factors present in the northern business context
- Effectively communicate recommendations through appropriate delivery methods
- Research and practice project management skills
- Assess and reflect on individual and collaborative contributions

COURSE FORMAT

This hands-on, interactive course will apply problem–based and collaborative learning methods. Activities can range from small, focused content seminar style learning activities to community partner visits. Students will have space to interact both with each other and their instructor. Students are expected to work together to learn and solve practical assignments.

There will be 1.5 hours of virtual synchronous time spent together as a class and 1.5 hours asynchronous time spent reading and watching relevant course material.

ASSESSMENTS:

Leadership & Engagement: Active participation in this course is mandatory. Students are expected to show up, work hard, and participate fully in these activities. They are also expected to interact with knowledge holders, fellow classmates, and instructor(s) in a positive, respectful and reciprocal manner, honouring the procedures, protocols and ways of expressing and embodying knowledge.

Assignments:

Assignments may include:

- Work through simulations, writing reports, and presenting
- Work through case studies, writing reports, and presenting
- Work with a local organization on their strategic plan or through a change

management process (instructor would need to make prearrangements)
- Respond to questions and provide recommendations for an existing organization regarding their current state and future direction
- Self and peer assessment of consultancy skills and teamwork
- Self-reflections or journal (student will review all key concepts in the course and consider how they will apply their new knowledge)
- Student interviews (students will interview community members regarding specific course content)

Simulations
- *https://www.sabresim.com/simulations-software/*
- *https://www.capsim.com/simulations/*

Case Studies
- https://www.cbu.ca/indigenous-affairs/purdy-crawford-chair-in-aboriginal-business-studies/teaching-resources/ (written cases)
- https://www.iveycases.com/ProductBrowse.aspx?f=0_163_0 (written cases)
- https://guides.library.ubc.ca/businesscases/free (written cases)
- https://www.casenet.ca/ (video cases)

Final Reflection:
Each student will write a 3-4 page reflection paper, responding to three (3) prompts provided by the instructor. Students are asked to critically reflect on what they have learned through the course and draw on the theoretical and conceptual knowledge from the rest of the program.

EVALUATION:

Leadership & engagement	10
Assignments	70
Final reflection	20
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL
Rumelt, R. (2013): *Good Strategy Bad Strategy: The Difference and Why It Matters*: Profile Books, 322 pp.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these

accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

TOPIC OUTLINE

WEEK	Theme
1	Initial Contact Good Strategy is Unexpected (Ch 1) Discovering Power (Ch 2)
2	Professionalism Bad strategy (Ch 3) Why so much bad strategy? (Ch 4)
3	Problem Definition PART I The Kernel of Good Strategy (Ch 5) Using Leverage (Ch 6)
4	Problem Definition PART II Proximate Objectives (Ch 7) Chain-Link Systems (Ch 8)
5	Data Collection I Using Design (Ch 9) Focus (Ch 10)
6	Data Collection I Growth (Ch 11) Using Advantage (Ch 12)
7	Analyses/Findings/Diagnosis PART I Using Dynamics (Ch 13)
8	Analyses/Findings/Diagnosis PART II Inertia and Entropy (Ch 14)
9	Conclusion Putting It Together (Ch 15)
10	Putting Report together The Science of Strategy (Ch 16)
11	Pitch Your Solution Using Your Head (Ch 17)
12	Develop Presentation Keeping Your Head (Ch 18)
13	Presenting to the Client Self-Reflection