

MGMT3001 Business & Corporate Strategy

Course Outline Semester 1, 2017

Part A: Course-Specific Information
**Part B: Key Policies, Student Responsibilities
and Support**

Table of Contents

<u>PART A: COURSE-SPECIFIC INFORMATION</u>	<u>2</u>
<u>1 STAFF CONTACT DETAILS</u>	<u>2</u>
<u>2 COURSE DETAILS</u>	<u>2</u>
2.1 Teaching Times and Locations	2
2.2 Units of Credit	2
2.3 Summary of Course	2
2.4 Course Aims and Relationship to Other Courses	2
2.5 Student Learning Outcomes	3
<u>3 LEARNING AND TEACHING ACTIVITIES</u>	<u>6</u>
3.1 Approach to Learning and Teaching in the Course	6
3.2 Learning Activities and Teaching Strategies	6
<u>4 ASSESSMENT</u>	<u>7</u>
4.1 Formal Requirements	7
4.2 Assessment Details	8
4.3 Assessment Format	8
4.4 Late Submission	13
<u>5 COURSE RESOURCES</u>	<u>13</u>
<u>6 COURSE EVALUATION AND DEVELOPMENT</u>	<u>13</u>
<u>7 COURSE SCHEDULE</u>	<u>15</u>
<u>PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT</u>	ERROR!
<u>BOOKMARK NOT DEFINED.</u>	
<u>8 PROGRAM LEARNING GOALS AND OUTCOMES</u>	ERROR! BOOKMARK NOT DEFINED.
<u>9 ACADEMIC HONESTY AND PLAGIARISM</u>	ERROR! BOOKMARK NOT DEFINED.
<u>10 STUDENT RESPONSIBILITIES AND CONDUCT</u>	ERROR! BOOKMARK NOT DEFINED.
10.1 Workload	Error! Bookmark not defined.
10.2 Attendance	Error! Bookmark not defined.
10.3 General Conduct and Behaviour	Error! Bookmark not defined.
10.4 Health and Safety	Error! Bookmark not defined.
10.5 Keeping Informed	Error! Bookmark not defined.
<u>11 SPECIAL CONSIDERATION</u>	ERROR! BOOKMARK NOT DEFINED.
<u>12 STUDENT RESOURCES AND SUPPORT</u>	ERROR! BOOKMARK NOT DEFINED.

PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Allya P. Koesoema

Room 513

Phone No: 9385 7534

Email: a.koesoema@unsw.edu.au

Consultation Times – Wednesday 15.00-16.00 (or by appointment)

A full list of tutors will be posted on Course Website.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 to Week 13, with a break at week 3

Tutorials start in Week 2 to Week 13, with a break at week 10.

The times and location for the lecture and tutorials are:

Lecture: Wed 09:00 - 11:00 at Ainsworth Building G02

Tutorials:

- Monday 11:00-12:00, Quadrangle 1042 (K-E15-1042)
- Monday 13:00-14:00, Law Building 389 (K-F8-389)
- Monday 14:00-15:00, Tyree Energy Technology G16 (K-H6-G16)

Units of Credit

The course is worth 6 units of credit.

2.2 Summary of Course

Business and Corporate Strategy is intended to be an exciting and challenging course for undergraduate students. It is first and foremost a course about "strategy" and "managing for success." You will be exposed to both the current theory and the practice of Strategic Management. Particular emphasis will be placed on how Strategic Management concepts can aid in analysing, formulating, and implementing business strategy. This course is also designed to encourage you to apply knowledge you have acquired in previous coursework to real life management issues. In particular, you will be introduced to issues confronted by upper level managers who are concerned about the overall performance of a firm through case studies and a strategic management simulation. This computer-based competitive strategy simulation provides you with the opportunity to gain hands-on experience in running a business as a member of a senior management team.

2.3 Course Aims and Relationship to Other Courses

Business and Corporate Strategy is a course designed for undergraduate students. **The prerequisites for this course are MGMT1001 or 12 units of credit in UNSW Business School.**

The intent of the Business and Corporate Strategy course is that each of you will be able to respond successfully to changing environments in your present or future jobs as managers and professionals in the business world. The knowledge acquired can be used in all types of organizations, whether large or small, for-profit or not-for-profit, corporate-level or business unit level, and whether a new venture or an established organisation. The focus will be on the

Strategic Management process. We will discuss (1) how different industry conditions support different types of strategies, (2) how industry conditions change and the implications for strategic management, and (3) how organizations develop and maintain capabilities that lead to sustained competitive advantage. We will pay particular attention to how technologies and globalization forces are changing both industry conditions and the strategic options open to organizations.

Much of your previous coursework has primarily emphasized a specialized, functional perspective of business situations. Given that many of you will be working in a corporate environment at some point, you should have a basic understanding of the total enterprise of businesses, meaning its environment, its internal condition, and its prospects for success. In this course you will be able to integrate your knowledge from other courses (Finance, Accounting, Marketing, Operations, Human Resources, etc.). No matter what your major is, the content of this course has all the ingredients to be the best course you've taken—best in the sense of learning about business, holding your interest from beginning to end, and enhancing your powers of business judgment. The overriding intent of the course is to help you better prepare for a successful business career. This class will be exciting, fun, challenging, and filled with learning opportunities.

2.4 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

In this course, you will gain a set of tools, techniques, frameworks, and approaches to assist you in strategically and dynamically managing a competitive business organization. Furthermore, you will improve your action-oriented, decision-making approach based on rigorous analysis and critical thinking. By the end of the course, you should be able to:

1. **Assess an organization's** present business position, its long-term direction, its resources and competitive capabilities, the quality of its strategy, and its opportunities for gaining sustainable competitive advantage.
2. **Formulate business strategies**, reason carefully about strategic options, use what-if analysis to evaluate action alternatives, and make sound strategic decisions.
3. **Understand, explain and analyse the managerial tasks** associated with implementing strategies and the range of actions managers can take to successfully implement strategy.
4. Appreciate and assess how and why ethical principles, core values, and socially responsible management practices matter greatly in the conduct of a company's business.
5. Utilize managerial judgment in combination with analyses to **assess business situations and make strategic recommendations** to achieve effective outcomes in a global market environment.
6. Work together in groups, seize the group's advantages, overcome the potential hurdles of such teamwork, and be able to function effectively as part of a company's strategy implementation team.
7. Explain and persuasively present a business analysis and strategy proposal.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the UNSW Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving

specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

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For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Assess an organization's present business position, its long-term direction, its resources and competitive capabilities, the quality of its strategy, and its opportunities for gaining sustainable competitive advantage. (1) Formulate business strategies, reason carefully about strategic options, use what-if analysis to evaluate action alternatives, and make sound strategic decisions. (2) Understand, explain and analyse the managerial tasks associated with implementing strategies and the range of actions managers can take to successfully implement strategy. (3)	<ul style="list-style-type: none"> • Case Study presentation • Case study report • Written quiz
2	Critical thinking and problem solving	Utilize managerial judgment in combination with analyses to assess business situations and make strategic recommendations to achieve effective outcomes in a global market environment. (5)	<ul style="list-style-type: none"> • Case Study report, presentation and discussion • Written quiz
3a	Written communication	Write and persuasively present a business analysis and strategy proposal. (7)	<ul style="list-style-type: none"> • Case Study report • Team Reflection Journal
3b	Oral communication	Write and persuasively present a business analysis and strategy proposal. (7)	<ul style="list-style-type: none"> • Case & Glo-bus Presentation (each student will have a speaking part in group presentations)
4	Teamwork	Work together in groups, seize the group's advantages, overcome the potential hurdles of such teamwork, and be able to function effectively as part of a company's strategy implementation team. (6)	<ul style="list-style-type: none"> • Team Reflection journal
5a.	Ethical, social and environmental responsibility	Appreciate and assess how and why ethical principles, core values, and socially responsible management practices matter greatly in the conduct of a company's business. (4)	<ul style="list-style-type: none"> • Written quiz/exam
5b.	Social and cultural awareness	Not specifically addressed in this course.	

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The course is based on the theme that a company achieves sustained success if and only if its managers (1) have an astute and timely strategic plan for running the company, and (2) implement and execute the plan with proficiency. We shall stress how and why a well-conceived, well-executed strategy nearly always enhances a company's long-term performance. Thus, learning in the course emphasizes analysis, formulation, and implementation of strategy from a top management perspective. In today's global business environment, whether you are a new hire or the CEO of the company, you must be capable of understanding and utilizing the knowledge from each of the organization's functional areas to develop a cohesive and effective competitive strategy. In this class, you will be frequently asked to assume the role and perspective of a general manager.

The course consists of two essential parts – knowing and doing. The "knowing" portion involves the strategic concepts and techniques applicable to strategic management. You will learn about these concepts through lectures and readings, and you will have an opportunity to develop your own understanding of the concepts by applying them in case discussions. The "doing" portion involves participation in GLO-BUS, a strategic management simulation. This simulation provides you with the opportunity to gain hands-on experience in running a business as a member of a senior management team. The management teams are required to evaluate situations and make decisions, assess outcomes, and compete with other management teams for resources, opportunities, and markets. Each team develops a strategy for its firm and applies the course's concepts within a practical decision-making framework. The result is that you will have an opportunity to see the interaction of a firm's production, marketing, R&D, and financial operations and observe the impact of key decisions on business performance within a competitive market.

3.2 Learning Activities and Teaching Strategies

The class meetings will be devoted to lectures by the instructor, analysis of cases, and interaction between the instructor/tutor and students. The goal is for students to understand theoretical concepts of strategic management. This course is highly interactive requiring you to actively participate in discussions. Through readings, written assignments, presentations, large and small group discussions, case analyses, and simulation exercises, you will broaden your understanding of strategic level decision-making.

In order to motivate learning in and out of the classroom and to develop your ability to work effectively in teams, the case assignments, the GLO-BUS Simulation, and the presentations will be done in teams. Since much of modern management life is spent in some type of team interaction, your team provides a natural "lab", preparing you to carry out management tasks. This requires exceptional skills in oral presentation, persuasion, discussion, and discourse. As part of your case analysis and simulation activity, you will have opportunities to learn how to present your position and defend it, how to persuade others to your point of view, how to negotiate differences of opinion and decide matters that can be reduced to analyses of the facts or logic. All of these skills will serve you well in your future career, regardless of what that might be.

Teams of 3 to 4 students (depending on tutorial sizes) will be formed. Part of the learning experience will involve your ability to work with your teammates. Teams do better when the members cooperate and help each other, rather than insisting on having their own way. Team friction almost always results in lower scores, no matter how smart each of you may be. Therefore, your first priority should be team organization. Effective teams surface more

observations, ideas, and tactics than ineffective teams. In order for a group to do well, each member must be actively involved in the research, discussion, and preparation. Failure to actively participate cheats both you and your other team members. Thus, there is little tolerance for free riding. It is primarily your responsibility to eliminate free riding. The incentive alignment mechanism will be peer evaluations. Individual members who have not contributed adequately to the group activities will have the final marks for group assignments adjusted to reflect their actual contribution level. At various times during the semester each team member will evaluate the performance of the other team members. Use the form supplied on the course GLO-BUS® website and/or the one provided by the instructor.

The dates for submitting peer evaluations will be announced. Each team member may be rated on the following items:

1. Came to team meetings on time, well prepared, and ready to contribute to the decision making.
2. Contributed useful ideas to solve our team's problems.
3. Worked hard to become sufficiently knowledgeable of all aspects of the simulation or case.
4. Showed a willingness to listen to, and to consider, the ideas of others.
5. Tried to lead, and not to dominate, the team's decision making.
6. Made thoughtful contributions to the team's strategies.
7. Displayed leadership (i.e. provided some direction to others in the group) and/or accepted responsibility for specific aspects of the group's strategic initiatives.
8. Exerted individual effort in getting things done as needed.
9. Made sure that assigned responsibilities were understood and performed on time -- in a helpful manner.
10. Made a high contribution to the overall team effort and results.

Thus, students will be exposed to both the theory and the practice of strategic management. The intent is that each student will be able to respond successfully to changing environments in their present or future jobs as managers and professionals in the business world.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, a student must:

- achieve a composite mark of at least 50%; and
- make a satisfactory attempt at all assessment tasks (see below)
- attend at least 80% of tutorials
- complete required tasks (unmarked and administrative tasks)

Composite marks from 65 to 74% receive Credit;

Composite marks from 75 to 84% receive Distinction;

Composite marks 85% and higher receive High Distinction.

4.2 Assessment Details

Assessed Assignments

Assessment Task		Weight	Due Date	Mode
Class participation		10	Ongoing	Individual
Team Reflective journal		5	Week 11	Individual
Cases				
One Case Presentation with Write-up*)		20	Assigned	Group
Additional Case Write-up*)		10	Assigned	Group
Simulation				
Simulation Performance*)		15	Week 11	Group
Stockholder Presentation with write-up*)		10	Week 12/13	Group
Quizzes				
Quiz 1		15	Week 7	Individual
Quiz 2		15	Week 13	Individual
Total		100		

*) All group work are weighted based on the peer review activity - see below for details

4.3 Assessment Format

4.3.1. Class Participation (10%)

You will have several opportunities to link course concepts to examples from your workplace or the business press to the class discussions. The most common way to contribute to class learning is through contributing to the discussion. Fundamentally, a good contribution involves presenting a clear opinion, expressing it civilly, and supporting the opinion. In addition, we all have the responsibility to create an environment where each member of the class feels comfortable offering his or her opinion; thus, knowing how to listen is also important.

Your class participation mark will depend upon the following main factors: your active participation in discussions using logic based on analytical frameworks/theory, completion of unmarked and administrative tasks, and peer evaluations. Participation will be considered in both the lecture and the tutorial sessions.

4.3.1.1. Class Discussion: Class participation provides an opportunity to develop communication skills - in presenting a point of view and in listening. In many ways, these skills are as valuable as the "analytical frameworks" to be discussed during the course. Each student is expected to effectively participate in class discussions - comment, question, argue, and analyse.

Your mark on class participation is something to be earned by contributing your assessments and judgments to the discussion. Merely coming to class and listening to the discussion of assigned cases is not sufficient; attendance is not participation. Students who do not participate may receive a zero for their participation mark. You should, therefore, make a conscientious effort to be sufficiently prepared to make intelligent, timely comments regarding the theoretical and managerial issues raised in the lectures and cases.

In evaluating the class discussion, we will use several criteria, most of which emphasize the quality of comments, including:

- a) Relevance – Do your comments speak directly to the issues and concepts being addressed? Do they extend our understanding of those issues or concepts? Do they reflect your adequate preparation to participate in the discussion – using relevant frameworks?
- b) Additivity – Do your comments reflect active listening to the comments of other class members? Have they incorporated insights introduced earlier and built upon them?
- c) Substance – Do your comments make a real contribution to the ideas being exchanged? Has anything new been gained from your contribution to the discussion?
- d) Persuasiveness – Have your points been well articulated, argued, and supported, such that others take note of the convincing nature of your points?
- e) Questioning – Have your comments reasonably questioned the comments of others or challenged their assumptions without disparaging the person who offered them?
- f) Amount of participation (this does NOT mean dominating the discussion).
- g) Degree to which participation is spread across a number of sessions rather than concentrated in one or two.

Given your work experience or background, you may find that you have special expertise relating to one or more of the companies and industries that we will be discussing. If so, you are welcome to let us know in advance, so that we can be sure to call on you.

4.3.2. Quizzes (30%)

The quizzes will be designed to test your knowledge of concepts, frameworks, and theoretical foundations. They provide an incentive to review the reading, lecture, and simulation material that precede them. Quiz structure will be discussed during lecture. Quizzes will likely include a combination of multiple choice questions, short answer questions, essay questions, and short case analyses. Quizzes will be completed in class (lecture period): you should arrive on time – late students will not be given extra time.

4.3.3. Case Analysis

The cases we will study are about *real world* business situations; they are an opportunity to both apply the concepts we discuss in class as well as further develop our ability to think about business strategy. How much you get out of a case depends on your preparation and active participation.

Guidance information about the cases to be analysed will be provided. Requirements and suggestions regarding the preparation of written case assignments will be discussed in class. Case analyses will be completed in groups.

4.3.3.1 Group Case Presentation with Write-up (20%)

Groups will be selected for specific case presentations. You and your team members should assume the role of consultants employed to present your analysis and recommendations to the company's senior management group (the rest of the class). Note: you **DO NOT** have the option of ignoring this assigned role.

More details will be available later, but the general approach is that your group will lead the class discussion by presenting the results of your analysis to the class. Each case discussion will have three parts:

1. Approximately 5 minutes identifying the problem(s) facing the company along with the symptoms of the problems;
2. Approximately 15-20 minutes outlining the central issues confronting the company, analysing these issues using course concepts and frameworks, developing at least three alternatives for solving the problems facing the company, and recommending one of the alternatives along with a discussion of potential implementation issues;

3. Approximately 15 minutes leading a discussion with the class – answering questions and trying to determine where they agree and disagree with your team's analysis. You should defend your position, but also be willing to incorporate good suggestions from the class (your client).

Note: All group members must be present for the presentation, and all members must participate in the presentation. You should prepare some discussion issues for the class. A copy of the presenting group's paper, presentation slides, and discussion questions should be **submitted to Moodle via Turnitin by 2 PM the business day before the scheduled presentation.**

Each class member is expected to prepare for the discussion of all cases - comment, question, argue, and analyse. The contribution to case discussion will be reflected in your participation grade. Quizzes may also be given over case readings. Keep in mind, however, that the presenting group is expected to facilitate the discussion. Overall, the entire process is meant to generate a lively and productive discussion!

Your mark on the presentation will be based on six factors:

- a) The clarity and thoroughness with which your team identifies and articulates the problems facing the company and the issues which management needs to address.
- b) The depth and breadth of your team's analysis of the company's situation and demonstrated ability to use the concepts, frameworks, and tools of strategic analysis in a competent fashion.
- c) The breadth, depth, and practicality of your team's recommendations, degree of detail and specificity of recommended actions, quality of supporting arguments.
- d) The quality and effectiveness of your PowerPoint slides.
- e) The degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your part of the presentation.
- f) Your personal contributions to your team's answers to the questions posed by the class—how well you defend and support your team's analysis and recommendations during the Q&A period. (Every team member is expected to answer at least one question posed by the class.)

4.3.3.2. Second Group Case Write-ups (10%)

In addition to the write-up for the group presentation, each group is also expected to submit a typed analysis for an additional case they do not present. This analysis should focus on the case questions and class frameworks. It should consist of a problem statement, analyses, recommendations for a solution, and a brief discussion of implementation issues. This case will be assigned from the class case list and is intended to encourage in-depth discussion with the presenting group on the case. The deadline for these write-ups would be 2 PM the business day before the presentation of the relevant case.

The criteria for marking both case write-ups include:

- a) Identification of key problems/strategic issues.
- b) Use of appropriate analytical tools techniques, including the use of charts and tables where appropriate. You are expected to demonstrate that you can use the frameworks, tools, and techniques of strategic analysis presented in the chapters. Both breadth and depth of analysis will be evaluated.
- c) Presenting realistic, workable, well-supported recommendations for action.
- d) Use of good communication skills—failure to use good grammar, spelling, and other written communication skills will result in substantial score reductions.
- e) Evidence of adequate preparation, pride of workmanship, and display of professional attitude and approach (including citing the work of others).

In both your case write-ups, you need to follow the format:

- Title page with your group number, the names of your members, case being analyzed, class (MGMT3001), word count, and date;
- Main text – 1250 word maximum in main text. This is 3 to 4 pages (excluding title, tables, figures, appendices and references);
- 1-1/2 line spacing;
- Times New Roman 12-pitch font;
- 2.5 cm margin all around (i.e., top- bottom-, left- and right-hand margins);
- Use A4 paper;
- Use page numbers;
- Insert references/citations and footnotes if necessary.

4.3.4. Team Simulation Performance & Stockholder Presentation (25%)

You and your team will compete in a comprehensive competitive strategy computer-based simulation game called GLO-BUS®. You will have the opportunity to obtain training and experience a practice round before the official competition begins. This game provides the context of a firm competing in the digital camera industry against a number of other firms. The simulation creates opportunities to examine and use many analytical tools. The GLO-BUS® Simulation is available online at <http://www.glo-bus.com/>. Resources, including team member guides are available through on-line registration at <http://www.glo-bus.com/>. Further instructions will be given at the first tutorial.

Most strategic decision making is made in an atmosphere of collaboration and consultation with key executives and colleagues. In this respect the simulation mirrors the real world. It will be the entire team's assignment to find a way to work together to win the Competition. The teams will compete on seven consecutive rounds (one round each week), with each round representing one year in the life of the industry.

The simulation also creates opportunities to explore an important aspect of 21st century management, the "anytime, anywhere" business environment. Coordinating strategy and tactics at a distance will be one of the most important issues you will face during your career. The simulation's logistics can be coordinated using the Internet. Each round you will download starting conditions for the current "year", develop strategy and tactics, make decisions, and upload decisions to the web site before the posted deadline. Like all 21st century managers, you will manage your company via telephone, email, the website, and in face-to-face meetings. A more detailed introduction on the simulation will be presented on week two of lectures, in which attendance is strongly suggested.

It is crucial that all students sign up for the simulation by week 2 of the course. This will give you time to work through tutorials to prepare for the practice round. In this way, you can be prepared for the competition. Remember there is a steep learning curve on this simulation so investments in time and studying move you along the learning curve and make everything so much clearer and easier. Make sure to read the Guide again and again; and complete all the tutorials suggested. The simulation includes two online quizzes designed to help you familiarize yourselves with the simulation environment (quiz 1) and the competitive strategies mid-game (quiz 2). In addition, numerous online sources regarding prior experiences of other teams may also prove useful, but should be used with caution.

Every team will be evaluated on predetermined performance indicators at the end of the competition (15%) and lessons learnt presented through the stockholder presentation (10%) after the competition.

- **Simulation Performance:** Marks for simulation performance will be awarded across the distribution of team performance of the class. Typically there will be seven teams in each

industry competition, so the “typical” marks are distributed from highest to lowest with a lowest cap of 55% (you cannot get a fail mark for the simulation as long as you participate). This marking distribution is to promote competitive behaviour in the simulation industry, much like real markets with rewards and incentives. The instructor reserves the right to adjust these scores ($\pm 10\%$) for superior (in comparison to teams competing across the globe) or inferior (destroying shareholder value) performance. Teams not completing the simulation will be penalized.

- **Stockholder Presentation and Write-up:** After the end of the simulation, on week 12 and 13, each team will prepare a 10 to 15 minutes stockholder presentation and a 1250 word document that serves as an abbreviated shareholder report. This is an opportunity to look back and analyse your firm’s strategic moves and evaluate what you did well and where you could have improved, how you would modify your game plan based on your performance in the simulation. Remember, the plan stipulates what you intend to do and the simulation identifies what you actually did. This presentation is an opportunity for groups who may have not done as well as other groups to prove they have learned from their mistakes.

The presentation and report is due at the time of the first stockholder’s presentation and must be turned in before the presentations begin (at the start of class). The purpose of the presentation is to brief investors on the company’s:

1. Strategy and performance during the period (trends in metrics)
2. Lessons learned
3. Performance targets for next two years
4. Strategies for next two years (detailed with actions and expected results).

You should include additional information to tell your story to potential investors in a professional and business-like manner.

4.2.5. Team Reflective Journal (5%)

In trying to improve your capability to function as members of a diverse team of colleagues, each team member have to learn to appreciate the processes involved in working in a culturally diverse and multifunctional team. Therefore, the process of self-reflection and analysis of team dynamics will be assessed through individual reports. The team reflection journals are expected to be submitted via **Turnitin** before 11 PM the Saturday of Week 11.

The report would be a maximum of one page (A4, font size 12), and should represent a thorough analysis of the key challenges within the team dynamics and any plan to overcome these challenges. A good reflective journal should cover two key areas:

- Own team role and participation
 - Strengths and weaknesses.
 - Suggest realistic and thoughtful improvements to own future teamwork participation, justified by analysis.
- Team processes
 - Strengths and weaknesses, any issues encountered and how they were addressed.
 - Suggest feasible, thoughtful improvements to future teamwork processes, justified by analysis.

4.2.6. Peer Evaluations (weighting towards group assignment)

A part of the Glo-bus simulation will include two peer evaluation activities as a mechanism to gauge the contribution of each team member and help avoid free-riding within teams. These peer evaluation activities are scheduled in the middle and end of the simulation period respectively, and together with the team reflective journals are used to weigh the group activities within the course assessments.

Individual members who have not contributed adequately to the group activities will have the final marks for group assignments adjusted to reflect their actual contribution level based on peer evaluations. These adjustments may deduct up to 15% of group marks.

4.4 Late Submission

Assignments are promptly due at the start of class or as otherwise stated in the course outline. In general, assignments are promptly due as stated in the course outline. With the exceptions of severe circumstances detailed below, **late assignments are given 3% penalty per day.**

Extensions for any assessments may only be granted on medical or compassionate grounds under extreme circumstances. Requests for extensions (with the exception of incidental medical or other significant events) must be made in writing to the course lecturer at least 2 days prior to the due date with accompanying evidence of justifiable cause.

Being late on simulation decisions is not advisable. The simulation will be programmed to run at the specified time. Thus, decisions that have been made at that point in time will be used.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

Students are required to subscribe to the GLO-BUS simulation software at <http://www.glo-bus.com/> Further instructions will be given at the first tutorial.

The suggested textbook for this course is:

Contemporary Strategic Management: An Australasian Perspective, 2nd Edition

Robert M. Grant, Bella Butler, Stuart Orr, Peter Murray

Purchase options

- E-book : ISBN : 978-0-7303-0557-6]
- Paperback : ISBN : 978-1-118-36255-6]

The website for this course is on Moodle at:

<https://moodle.telt.unsw.edu.au/login/index.php>

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. In this course, you may be asked for frequent feedback during the semester. Previous student feedbacks have been used to improve the orientation to the simulation software and adjust peer assessment processes. We will encourage you to use the MyExperience Process (to be described in class later) at the end of the semester to evaluate the course. Improvements are likely to be made in response to that feedback.

7 COURSE SCHEDULE

COURSE SCHEDULE				
Week	Lecture Topic	Tutorial Topic		Other Activities/ Assessment
Week 1 1 March	Introduction	<i>NO TUTORIALS</i>		
Week 2 8 March	Strategy & governance	INTRODUCTION		
Week 3 15 March	Industry Analysis	Simulation Workshop - Practice round 1 debrief		Practice round 1
Week 4 22 March	Analysing Resources and Capabilities	Case 1		Practice round 2
Week 5 29 March	Business Level Strategies	Case 2		Globus Round 1
Week 6 05 April	Networks and Alliances	Case 3		Globus Round 2
Week 7 12 April	Quiz 1	<i>NO TUTORIALS</i>		Globus Round 3
Mid-semester break: Friday 14 – Saturday 22 April inclusive				
Week 8 26 April	Corporate Level Strategies	Case 4		Globus Round 4
Week 9 3 May	Organisational structure and strategic control	Case 5		Globus Round 5
Week 10 10 May	Global strategies and the multinational corporation	Case 6		Globus Round 6
Week 11 17 May	Innovation and Learning	Case 7		Globus Round 7 Peer Evaluation
Week 12 24 May	Quiz 2	Stockholder presentation I		
Week 13 31 May	NO LECTURES	Stockholder Presentation II		

*Corresponding chapters and references for each lecture will be posted in the Moodle website
The course schedule is tentative and may change. The instructor reserves the right to modify course requirements (e.g. scheduling and frequency of assessments) as circumstances dictate. If such a modification is needed, you will be notified in class, by e-mail, or through the course Web site*