



Course Outline 2017

BUSADMIN 778: Strategic Management (15 points)

Quarter 4 (1178)

Course Prescription

The art, science, and practice of strategic thinking and entrepreneurial action. Examines the logics and processes of opportunity recognition and competitive strategy formation and implementation, in both national and global contexts, for a variety of enterprise types. A case-intensive course requiring extensive analysis of business situations and the preparation and communication of pragmatic, 'real world' recommendations.

Programme and Course Advice

Prerequisite: 90 points from BUSADMIN 771-777

Restriction: BUSADMIN 729, 768

Goals of the Course

To provide executive students with advanced knowledge of strategic management, the links between academic understanding and practice in strategic behaviour, and sense-making processes in decision-making involving both opportunities and constraints. To achieve these, this course introduces contemporary concepts that strategists can use in their roles. It also equips the participants with tools that allow them to analyse various strategic scenarios that their organisation faces.

Learning Outcomes

By the end of this course, it is expected that the student will be able to:

1. Understand the key practice of business and corporate strategies;
2. Conduct strategic analysis using key techniques;
3. Appreciate various constraints and choices managers face when strategising; and
4. Possess knowledge of advanced thinking and contemporary frameworks in the strategy field.

Content Outline

Session 1: "What is strategy, really?"

- Introduction to the course
- Different approaches to developing strategy
- Different strategic orientations: Competition, resources and customers
- Typical pitfalls in strategic decision-making

Session 2: "Strategy as value capture, winning and positioning"

- Competitive strategies and competitive dynamics
- Industry analysis and industry evolution & convergence
- Positioning to growing markets: Megatrends and discontinuities

Session 3: "Strategy as value creation: Resources and customers"

- Resource-based view to strategy: Core competences, resources and capabilities
- Customer value view to strategy: Understanding and creating value to customers
- Configuration view to strategy: Business models

Session 4: "Corporate strategy and structural moves"

- Corporate strategy: From business portfolios to value-adding corporate parents
- Structural moves & collaborative strategies: Acquisitions, joint ventures, alliances, coopetition & divestures

Session 5: "Strategy communication and implementation"

- Strategy implementation in a dynamic environment: Real options, must-win battles, and simple rules
- Strategy implementation as a cultural change
- Contemporary strategy communication: Visualization and story-telling

Learning and Teaching

The course is taught in the city campus and comprises 5 sessions with a total of 30 contact hours. Sessions will be interactive and include formal lectures, participative discussions of readings, in-class assignments, and case discussions. In addition, students are expected to devote at least an equivalent amount of time outside sessions to study course materials and to conduct the assignments. Students are required to read the required readings before the class, and participate actively in class discussions.

Teaching Staff

Dr Suvi Nenonen

Associate Professor

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Learning Resources

The learning resources for the course are available in Talis. There is no textbook for this course, but the students are expected to read the articles that have been selected for each session. The Talis page also provides optional further readings related to strategic management.

Assessment

Assessment Type	Final Grade Weight %	Exact Date	Conditions	Duration
Learning diaries (5x)	25 %	After each session, exact deadlines agreed during Session 1	Individual	-
In-class assignments (5x)	35 %	During each session	Group	75 min each
"Letter to the CEO" report	40 %	Monday 27 November at 9:00am	Individual	-

1. Learning diaries (25% of the final grade). After each session, students are expected to write 1-page entries to their learning diaries. The learning diary entries are graded using the following criteria:

- a) "What did I learn?" Identification of 2-3 most relevant new insights from the module (most relevant in terms of own job, own career development, or current place of employment).
- b) "How can I apply what I learned in practice?" Reflection on how these new insights are best put in practice and what will the student do next.
- c) "What remains unknown?" Reflection on what additional information the student would like to have on the topics related to the module, why this information matters – and where to attain this information.

2. In-class assignments (35% of the final grade). During each session, students will carry out one in-class assignments. The in-class assignments are done in teams of 4-5 participants. The in-class assignment teams should remain the same throughout the course. The detailed instructions and the needed background information for the in-class assignments are given during the sessions. The in-class assignments are graded using the following criteria:

- a) Correct & rigorous use of the provided framework / concept
- b) Realistic recommendations that flow logically from the analysis
- c) Level of creativity in analysis and recommendations

The in-class assignments are documented electronically, so the students should ensure that at least one person from each team has a laptop with them.

3. "Letter to the CEO" report (40% of the final grade). After the sessions, students are expected to write a "Letter to the CEO" report, in which they apply the relevant topics from the modules to their own organization / current place of employment. The report must cover the following three areas:

- a) Analysis of the organization's current strategy.
- b) Recommendation on how the organization's strategy could be changed in the future.
- c) Recommendation on how to implement the recommended changes in strategy.

The deliverables should contain one-page letter to the CEO ("executive summary") and a more detailed report to complement the letter (max. length 10 pages, excluding references) explaining the analyses and the rationale for the recommendations in more detail. Please note that the focus of the report is on critical analysis and actionable recommendations; therefore merely copy-pasting existing strategy documents is not sufficient.

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning Outcome	Learning diaries	In-class assignments	"Letter to the CEO" report
1	x	x	x
2	x	x	x
3	x	x	x
4	x	x	x

Cheating and Plagiarism

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone – your lecturers, tutors and the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: www.cite.auckland.ac.nz/

The document *Guidelines: Conduct of Coursework* provides further advice on how to avoid plagiarism. It can be found at: www.business.auckland.ac.nz/conductcoursework

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.

While you are encouraged to improve your coursework writing skills and are permitted to seek assistance from third parties you are advised that there are important limits on the amount and type of assistance that can be given to you in completing your assignments, including group work. Third parties include fellow students, reading groups, friends, parents, SLC tutors, and paid-for professional editing services.

There is a set of guidelines which clearly indicates the type of advice and assistance that can be given. If you are seeking the assistance of any third party you are required to give a copy of the guidelines to the person prior to them helping or assisting you. You are also required to only seek and accept help using a printed version of your work, not an electronic version. You must keep a copy of this printed version and produce it if required.

A copy of the guidelines is available at:

www.business.auckland.ac.nz/thirdpartyassistance

Help with academic referencing

Acknowledgement of sources is an important aspect of academic writing. The University's Referen@ite website www.cite.auckland.ac.nz provides students with a one-stop online resource for academic referencing needs. Referen@ite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.

Inclusive Learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the lecturer.

Student Feedback

Formative feedback surveys

During the early part of the quarter (usually Week 3 or 4), short feedback surveys are administered to all students to get a snapshot of how they are coping with their new courses. This qualitative data, which is administered, collected and collated by the Programme Office, is designed as an 'early warning' system of any significant issues with the course that might need addressing quickly. Lecturers are asked to provide a brief report to the Director of MBA on key items identified and proposed actions. Lecturers are also asked to provide a verbal report to the class, proposing any solutions as appropriate.

Course and teaching evaluations

The University of Auckland evaluates the quality of teaching and of courses by using the Summative Evaluation Tool, or SET. Summative evaluation is formal, summative evaluation of teaching undertaken according to University policy and is conducted at the end of a semester/quarter through the use of the formal University SET instruments. Summative evaluation is used by teachers to reflect on their teaching practice, and is also used by the University for quality assurance of teaching and courses.

In the Event of an Unexpected Disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the university web site.