

Course Outline 2017
INTBUS 202: FOUNDATIONS OF STRATEGY (15 POINTS)
Semester 1 (1173)

Course Prescription

Examines how firms compete. Focuses on the frameworks and tools needed to make sense of the competitive landscape in order to formulate and implement strategies. Considers the challenges and constraints that managers face in increasingly complex environments and industries.

Programme and Course Advice

Prerequisites: BUSINESS 102

Goals of the Course

Broadly, the goal of this course is for students to analyse firms and industries in a wide range of contexts, using the tools and theories presented in this course. Based on those analyses, students should formulate and explain strategic courses of action.

Learning Outcomes

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

1. demonstrate a solid theoretical understanding of the core strategy concepts;
2. demonstrate an ability to apply the core strategy concepts to real-life situations and case studies;
3. demonstrate an ability to work with the core strategic concepts as a part of a team.

Content Outline

Week	Topic	Readings
1	Introduction to the course	Course syllabus and outline
2	Introducing strategy	Chapter 1
3	The environment	Chapter 2*
4	Strategic capabilities	Chapter 3*
5	Strategic purpose	Chapter 4*
6	Business strategy	Chapter 5*
7	Corporate strategy and diversification	Chapter 6
8	International strategy	Chapter 7
9	Innovation strategies	Chapter 8
10	Mergers, acquisitions and alliances	Chapter 9
11	Strategy in action	Chapter 10
12	Course review	

***Case Study GLO-BUS Simulation Decision Deadlines will be on Tuesdays and Thursdays at 9pm in Weeks 3,4,5 and 6.**

Learning and Teaching

This course is designed on the principles of team-based learning, which emphasise individual responsibility for content and both individual and team resourcefulness in

applying content. Teams of five to seven students are formed the first week of class. *You will work in the same team for the duration of the course.*

There is a distinctive rhythm to class sessions. For each new section, you will read ahead to understand concepts independently. Then, in the first one-hour session you will take a 5-Question Multiple Choice test, first individually and then as a team. A lecture during the remaining time of this class will complete your understanding of the content. The following two-hour session will be devoted to applying the concepts of the readings to real-world organisations with examples and case studies.

Peer reviews in Week 4, 8 and 12 ensure your final grade reflects both your individual competence and your contribution to your team's performance.

Team-based learning will not only help you understand the concepts but also give you a chance to learn concepts experientially during the application exercises. In addition, this approach will give you experience in the real-world challenges of integrating multiple perspectives into a single course of action: a situation very typical to strategy making and implementation. Top grades are awarded to individuals who demonstrate mastery of the course content.

Class time is scheduled to reap the benefit of team interaction. This means you should be prepared to do self-guided study outside of class hours. On average you should spend about seven hours per week on pre-reading and learning concepts independently, with some weeks requiring a larger time commitment than others.

Teaching Staff

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Learning Resources

1. Textbook

The required textbook for this course is:

Johnson, G., Whittington, R., & Scholes, K. (2015). *Fundamentals of Strategy* (3rd ed). Harlow, UK: FT Prentice Hall.

eBook: <http://www.pearsoned.co.nz/products/?sq=9781292017259>

The textbook is heavily used throughout the course; e.g., the weekly quizzes are based on pre-reading the book and the examination focuses on concepts from the textbook. Although there are copies of the text available from the Library (both for short- and regular-loan), most students find it convenient to buy a copy of the textbook.

2. Case study: Your Company in the Digital Camera Drone Industry

<http://new.glo-bus.com/> (BE CAREFUL! This is NOT <http://www.glo-bus.com/>)

Your company in the new GLO-BUS simulation will serve as a case study in applying concepts in graded application exercises – you compete against classmates as a maker of wearable video cameras that expands into camera-equipped drones. **Individual access to the GLO-BUS simulation (\$US 9.50) is required for this course and payable online by credit card when you create a student account.**

Any additional readings will be provided through Canvas.

Assessment

The assessment of your performance in this course is based on three elements: (1) your individual performance, (2) your team's performance, and (3) your contribution to the team's performance using peer evaluations with the teaching staff's final approval.

- (1) Individual performance will count for **65%** of the final grade based on:
 - **10%** for individual readiness assessments tests (final mark will count 9 top scores out of 10 weekly 5-Question Multiple Choice tests)
 - **10%** for 2 individual application exercises (5% in Week 6 and 5% in Week 9)
 - **45%** for the final examination.
- (2) Team performance will count for **35%** of the final grade consisting of:
 - **5%** for group readiness assessment tests
 - **5% for your company performance in the GLO-BUS simulation**
 - **25%** for up to 8 in-class assessed application exercises. There will be more than 8 application exercises, yet some serve to stage other exercises and will not be assessed.
- (3) Peer evaluation will result in a shift of **±5%** of your overall grade awarded upon approval from the Lecturer. Group members will answer 5 questions online in Week 4, 8 and 12, answered privately and presented back to members anonymously. Four answers are descriptive and suggestive of how to improve teamwork. One answer is the percentage of the team performance (see 35% above) that you think each member deserves. For example, if you think that Student A contributed more than Student B then you could award 110% to Student A and 90% to Student B. If everybody in the group answered in the same way, Student A would get 110% of the team performance marks and Student B would get 90%. Results are 'normalised' so that every member cannot receive over 100% of the team marks. For example, the system lowers all members' contribution percentages when everybody enters over 100% for everybody else – the system calculates **relative** entries and avoids 'gaming the system'. For precisely how the multiplier is calculated refer to:

https://docs.google.com/document/d/1hjQQHYM3YId0EUSrGnJWG5AeFpDD_G7xg_d-7Jg3vU/pub?embedded=true#h.n5u2xs6z9y0g.

The Peer Evaluation multiplier is applied in the final week of the semester as the average of all inputs from Week 4, 8 and 12. Your peers don't get peer marks if you don't submit them. If you miss ONE peer evaluation week then you will still get peer marks from those who submit. However, you will be assigned a mark of zero if you miss a SECOND peer evaluation week. The Lecturer will intervene in all cases to ensure fairness.

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

Assessment	Type	Learning outcomes
Individual readiness assessments	Individual	1 & 2
Individual application exercises	Individual	1 & 2
Final examination	Individual	1, 2 & 3
Group readiness assessments	Group	1, 2 & 3
Assessed application exercises	Group	1, 2 & 3

What if I missed a class?

For the weekly 5 Multiple Choice Questions, only 9 out of 10 tests are counted. So if you missed one week, nothing happens: your mark does not get affected. Please note that if you miss more than 1 week you miss your test points. *There will be no additional arrangements to re-take a missed test.* If you have a legitimate reason for missing a test (e.g. sickness), you need to contact the teaching staff as soon as possible providing written

evidence (e.g. doctor's note or Aegrotat form). If teaching staff determines that you missed the test for a legitimate reason, you will be awarded the average of your end of semester test scores for that week.

If you have a legitimate reason for missing the 2 individually assessed application exercises or the final exam you will need to apply for aegrotat or compassionate consideration through the University Health and Counselling Services (<https://www.auckland.ac.nz/en/for/current-students/cs-academic-information/cs-examination-information/cs-aegrotat-and-compassionate-consideration.html>). Note that there are different forms to be filled for written tests (such as the 2 individually assessed application exercises) and final exams. If you are not sure about this process, please contact your teaching staff for guidance.

You will get the same marks for the Weekly Application Exercises as the rest of your group members even if you are absent. If you are a good team player, your team is unlikely to punish you for missing a class but you need to make sure you communicate with your group members, so there are no surprises when it comes to peer evaluations.

Missed classes are pretty normal once per semester. However, you need to explain to your group members why you were absent. Most people understand if you have a legitimate reason. The main impact on your individual marks from absence during group work comes from the peer evaluations in Week 4, Week 8 and Week 12. This is when each member has a holistic look at your overall contribution, including absences, which you made toward the group's marks for the period in question. Because the peer evaluation multiplier has a significant effect on the team performance score you receive, it is recommended that you present relevant evidence to your team members if you miss multiple classes (e.g. doctor's note or Aegrotat form). Even though teaching staff will review and approve all peer evaluation marks, you need to convince your group members that your reasons for missing group work are legitimate. If you feel you are unfairly treated (e.g. if you feel that you have been penalised in the peer evaluations even though you missed classes for legitimate reasons), you must let the teaching staff know (again providing relevant evidence to support your claims). After reviewing the relevant documents teaching staff may alter your peer evaluation multiplier unilaterally or may try to resolve the issues with the inclusion of all other group members.

Inclusive learning

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

Student Feedback

As is usual, you will be asked to complete evaluations relating to the course at the end of the course, and formative/fast feedback.