



Course Outline 2017

MAORIDEV 738: STRATEGIC PLANNING – TIKANGA MAHERE I TE AO MĀORI (15 points) Quarter 4 (1178)

Course Prescription

Principles and techniques associated with strategic thinking, scenario setting, planning and innovation, for Māori sustainable economic development. Draws on mātauranga Māori, or Māori knowledge systems of future planning. Provides an overview of Māori social enterprise development and issues of sustainability including the role of whānau, hapū, iwi and the operations of Māori organisations that operate within Māori and Aotearoa New Zealand society and internationally.

Programme and Course Advice

Restriction: BUSADMIN 768

Goals of the Course

This course will introduce the discipline of strategic thinking, to add to mātauranga Māori of business and economics, as well as the critical aspects of economic, corporate, business level, and international strategy.

Learning Outcomes

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

1. Demonstrate an advanced ability to use course principles and concepts associated with strategic thinking and strategic innovation in Māori and indigenous economic development.
2. Apply concepts of contextual and integrative thinking to the analysis and development of strategic frameworks.
3. Critically appraise strategic plans and strategic planning processes, in a range of economic development, organisations and organisational settings.
4. Apply a strategic planning framework in relation to an organisation.

At all times, we will consider the relevance of course content for Māori economic development, specifically how strategy and strategic thinking can help realise the full potential of Māori businesses, knowledge, people and resources.

Content Outline

| Topic | | Core Strategy Theory | Additional Readings/Media and Māori Business Cases |
|--------|----------------------------|-----------------------------|--|
| Week 1 | Introduction to the course | Course syllabus and outline | |

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| Week 2 | Introducing strategy and strategic thinking | Chapter 1 | Spiller, C. (2010). Navigator Tours: Value chain innovation in Maori tourism. In I. Hunter & K. Morris (Eds.), Innovation and Entrepreneurship: New Zealand Case Series 2 (pp. 74-85). Auckland: Auckland University Press. |
| Week 3 | The environment | Chapter 2 | Majurey, P. (2016, May 18th). Maori economic clout blossoming, New Zealand Herald. |
| Week 4 | Strategic capabilities | Chapter 3 | Gibson, A. (2016, February 6th). Mana and money - the Maori business evolution, New Zealand Herald. |
| Week 5 | Strategic purpose and scenario planning | Chapter 4 | Platt, M. (2013, January 15th). Chief Clarence Louie took his band from rags to richs, Calgary Sun. |
| Week 6 | Business level strategy | Chapter 5 | |
| Week 7 | International strategy | Chapter 7 | |
| Week 8 | Strategy in action | Chapter 10 | |
| Week 9 | TBC | | |
| Week 10 | Course review | | |

Learning and Teaching

The class meets for one three-hour session each week. Class time will be used for theoretical and applied discussions of indigenous business and economics and current events in strategy. In addition to attending classes, ngā tauira should be prepared to spend about another six hours per week on activities related to this course. These activities include carrying out the required readings and preparing for the assignments.

Teaching Staff

Dr Jamie Newth (Lecturer)

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Learning Resources

The required textbook for the 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> (Links to an external site.)

Additional course readings and other materials can be accessed via Canvas.

Assessment

Quizzes: 20%

Application Exercises (in class): 30% (ongoing)

Individual Case Study Analysis: 25% (due Friday 20th October, 11pm)

Group Case Study & Analysis: 25% (due Friday 17th November, 11pm)

Late Penalty = 10% per 24-hour period

Quizzes on Textbook Chapters (20%)

Six (6) quizzes cover the weekly assigned textbook chapters. Quizzes are completed through Canvas. Quizzes are designed to help attain a basic level of comprehension **before** class. Quizzes are completed online through Canvas. There is a 30-minute time limit. Each quiz has 10 questions.

Application Exercises (in class) (30%)

Six (6) exercises are completed weekly between Week 2 and Week 9. Application exercises are designed to engage class members in discussion of concepts from the lecture, textbook and additional readings. This involves the application of theory to identify problems, clarify dilemmas and suggest solutions in case studies. Discussions in class may take the form of presentations or facilitated debate of multiple perspectives. These exercises will be a mix of individual and group tasks.

Individual Case Study Analysis (25%)

You are required to write a short analysis of a case study that will be provided. This will demonstrate your understanding of how core concepts from the course apply to a real-life scenario.

Group Case Study & Analysis (25%)

The case study assignment will enable you to further demonstrate your understanding of concepts in strategy and Māori business approaches. You must choose an organisation for your case which you have not used in any previous assignment, write a case study about it, and then analyse it using concepts from the course.

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

| Learning Outcome | 6 Quizzes | Application Exercises | Case Study Assignments |
|------------------|-----------|-----------------------|------------------------|
| 1 | x | x | x |
| 2 | x | x | x |
| 3 | x | x | x |
| 4 | x | x | x |

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

Course and teaching feedback and evaluations

As is usual, you will be asked to complete feedback forms and evaluations relating to the course both early on and at the end of the course.

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.

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 best 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.