



**Course Outline 2017**  
**BUSMKT 706: Cases in Strategy (15 POINTS)**  
**Quarter 3 (1176)**

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**Course prescription**

Focuses on the practical development, implementation and control of strategies needed to attain and sustain an organisation's competitive advantage.

**Programme and Course Advice**

*Prerequisite: BUSMGT 751-753, 743 with at least a B average.*

**Goals of the course**

Central to the core skill set of international business and marketing managers is the need to monitor and analyse the critical current issues in the global marketplace which will impact on their organisations' strategies and competitive advantage. This intensive course integrates and builds on knowledge and skills developed across the Part III and IV courses in the MIntBus and MMktg specialist courses in order to ensure that graduates are equipped with the practical and strategic skills, habits and tools to scan the macro/global, strategic/organisational and micro/personal levels of their environment. Many of these skills and tools will be subsequently applied in the BUSINT/BUSMKT 711 Consultancy Projects. This course selects six current issues, two macro, through two strategic and two at the micro/firm level.

**Learning outcomes**

By the end of this course, students will be able to:

1. demonstrate an advanced ability to analyse and link International Business/Marketing strategies;
2. identify and analyse recent strategic issues in International Business/Marketing;
3. conduct secondary research to produce a comprehensive analysis and presentation of a current organisational case study; and

The course is delivered in an intensive three-week block which complements preparation for the consultancy project, and will comprise an in-depth analysis of six current issues in International Business/Marketing. We will focus on the following questions:

1. Understanding the next economic giants: CIVETS<sup>1</sup>, MINT<sup>2</sup>, N-11<sup>3</sup>, 3G<sup>4</sup>: What are the methods, issues and prospects for 'picking winners'?
2. New Free Trade Agreements: How do firms adapt their strategies?
3. Does Country of Origin matter in strategies and branding?

4. Do we still need bricks and mortar in an era of digital marketing and omnichannel strategies?
5. The emerging middle class: How do we reach them?
6. How do we assess the influence of competition?

<sup>1</sup> Colombia, Indonesia, Vietnam, Egypt, Turkey and South Africa

<sup>2</sup> Mexico, Indonesia, Nigeria and Turkey

<sup>3</sup> [Bangladesh](#), [Egypt](#), [Indonesia](#), [Iran](#), [Mexico](#), [Nigeria](#), [Pakistan](#), the [Philippines](#), [Turkey](#), [South Korea](#) and [Vietnam](#)

<sup>4</sup> [Bangladesh](#), [China](#), [Egypt](#), [India](#), [Indonesia](#), [Iraq](#), [Mongolia](#), [Nigeria](#), [Philippines](#), [Sri Lanka](#) and [Vietnam](#).

## Teaching Staff:

Course Director

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## Class format:

We begin each topic with an overview, a short reading and an exploration of relevant models/approaches to apply to the topic. Students then research the topics as they apply to their OWN global view, experience, consultancy project, and career aspirations. We then workshop and present the perspectives of class members.

## Schedule

As this is a compressed block format course students are expected to attend ALL of the following classes each week:

Mondays 9-11 Room 307

Tuesday 1-3 Room 307

Wednesday 11-1 and 2-4pm Room 307

Friday 9-11 and 12-2pm in Room 317

Topics

### Week 1: Beginning Monday 19<sup>th</sup> June

1. Understanding the next economic giants: What are the methods, issues and prospects for 'picking winners'?
2. New Free Trade Agreements: How do firms adapt their strategies?

### Week 2: Beginning Monday 26<sup>th</sup> June

3. Does Country of Origin matter in strategies and branding?
4. Do we still need bricks and mortar in an era of digital marketing and omnichannel strategies?

### Week 3: Beginning Monday 3<sup>rd</sup> July

5. The emerging middle class: How do we reach them?
6. How do we assess the influence of competition?

**Initial readings** (Available through Canvas)

The required readings for each topic are provided through Canvas. Additional optional readings are also listed.

NB Written assignments should cite all sources, using in-text citations and references, in correct APA format.

## **Week 1**

### Required:

Bremmer, I. (2014). Rise (and fall) of the rest. *New Statesman*, 143(5217), 32-37.

World Trade Organization (WTO), Regional Trade Agreements Information System database,

[Video] World Trade Organization (WTO), *Are RTAs stepping stones or obstacles to the trading system?*

## **Week 2**

### Required:

Futurebrand (2014), *"Made In: The value of Country of Origin for future brands"*.

The Marketing Society Forum: Do digital brands need bricks-and-mortar outlets to be successful? (2012), *Marketing* (00253650), 28.

### Optional:

Shneor, R & Flåten, B-T (2008), The Internet-Enabled Internationalization Process: A Focus on Stages and Sequences, *Journal of e-Business*, VIII(1,2), 45-52 (ISSN 1542-0846).

## **Week 3**

### Required:

Court, D., & Narasimhan, L. (2010). Capturing the world's emerging middle class. *McKinsey Quarterly*, (3), 12-17.

Jullens, J. (2013). How Emerging Giants Can Take on the World, *HBR*, December, 121-125.

### Optional:

Burke, A. & Hussels, S. (2013). How Competition Strengthens Start-Ups, *HBR*, March, 24.

Gratton, L. (2010). The future of work. *Business Strategy Review*, 21(3), 16-23 (A preview of the real world of 21st century work.)

## **Assessment**

The assessment for this course builds up an increased strategic awareness of the current issues and themes and enables you to integrate knowledge and practices you have learnt on the programme. The course involves critical thinking and developing persuasive arguments which rely on knowledge of the international business/marketing environment, identifying business-relevant examples and interpreting relationships between the factors and themes, and the significance of their effects. The course will equip you to formulate different perspectives and be able to position yourself more effectively in your international business or marketing career.

This course has 100% in-course assessment with as much tailoring to individual interests as possible. This is made up of a mix of individual written assignments which build on each other to form one report, personal reflections, and an in-class presentation.

This mix of activities enables you to produce a cumulative written submission that builds up and offers practice and the opportunity to receive feedback on your report writing which will be useful for the consultancy output. The assignments build up, and the final presentation can thus reinforce and give feedback on the essential oral communication skills you will also need for your consultancy project presentation and your future career.

## Assessment summary

Week	Written submissions	Personal reflections	Presentations
<b>1</b> (10%)	5	5	-
<b>2</b> (15%)	10	5	-
<b>3</b> (75%)	40	10	25
<b>Total</b>	55%	20%	25%

### 1. Personal reflections (20%)

To stimulate discussion in class and to test out your ideas, **from the second day (Tuesday 20<sup>th</sup> June)** there will be an Applications Discussion at the beginning of class for which you are asked to speak (without power point slides) for 5 minutes on your personal reflection on the potential application of the week's topics to your consultancy organisation or to your own professional context. This is for you to show your engagement with the material and to stimulate active learning and participation by others. The key questions you will need to ask yourself include:

- What do you think is important?
- What new information or knowledge did you gain?
- How can you use this?
- What would you like to share with the rest of us?

All students will be called upon and this will form part of the grade. There is no group assessment in this course and, although the course is graded individually, discussion and analysis in study groups is encouraged. In the reflections and discussions students gain credit for insights, integration of ideas, and clear communication. Those who miss classes will obviously miss the opportunity to earn these grades. I expect you to get more confident with this, so it is worth more marks in Week 3. There are 6 reflections sessions, 2 each week, and I will take your best grade for each week as your final grade for this component.

To demonstrate active learning and participation involves:

- Being fully prepared;
- Showing enthusiasm and engagement with the material;
- Offering insightful comments and questions;
- Building on others' contributions;
- Giving constructive criticism of others' contributions;
- Sharing in the shaping of the discussion;
- Integrating what others have said;
- Communicating effectively and concisely.

Each student will make two weekly contributions to class discussion by giving their reflection on the application of the material covered in each topic. This is graded as: A range = 4-5%, B range = 2.4-3%, C range = 1-2%. The overall quality and insight of comments and contribution to class discussion will be assessed by the lecturer, but general guidelines for assessing the quality of the comments made in class are as follows:

Excellent participation (As) = Always very well-prepared for class, always able to comment on the reading and their own readings, analysis and reflection on the material. Outstanding insights will warrant an excellent grade. Consistently contributes meaningfully and enthusiastically to class discussions, and shows active listening by responding constructively to the lecturer and other members of the group.

Very good participation (Bs) = Well-prepared for class, able to comment to some extent on the readings and their analysis of them, demonstrated by a high level of meaningful participation in class discussion. Demonstrates active listening by providing quality responses to the lecturer and other students

Acceptable participation (Cs) = Generally prepared for class, contributing comments in class. Responds to the class discussion with less insight than for 'very good' and 'excellent' participation, but demonstrating a clear understanding of the topic.

Inadequate participation (0) = The preparation for class is not demonstrated in contributions to class discussions. Contributes infrequently, or fails to demonstrate insight into the topic under discussion. May have to be called upon to contribute.

For further details about the marking of this participation, see the rubric at the end of this document.

Grades will be made available weekly and students may see the lecturer to elicit feedback on their participation performance or on any other aspect of the course.

## **2. Written assignments (55%)**

There are five parts, which build into one report. For each week's topics you are to use the readings and find at least **two other sources** of information about the topic – which adds up to 3 sources per topic including the set reading, so you will have at least 15 references in the final report.

Using your consultancy company as a focus, you will find out more about what each of the current issues and themes in international business and marketing means for that context and how each topic applies now or could have an impact on it in the future. The aim is to analyse the issues or themes, assess their importance and present a solution to address their strategic impact. **NB: You may not use any of the written work you submit for this course in your consultancy report.** A draft of each part should be reviewed by the Business Communication team through their draft Turnitin submission point prior to final submission to me in Canvas and in hard copy either in class or in the BUSINT/BUSMKT 706 mailbox on Level 3.

### **Week 1**

**Part 1 (5%):** Write an introductory paragraph that explains to me what (consultancy) context you will focus on. This gives your initial thoughts and will be re-drafted and edited before it is incorporated into the final submission. 5-600 words due in hard copy to me by **5pm on Friday 23<sup>rd</sup> June.**

### **Week 2**

**Part 2 (10%):** Analyse the 2 macro/global topics (Topics 1 and 2). How important are they for your consultancy project and how could they impact on it? Write 1000-1200 words, 1.5 line spacing, with a list of references (not included in the word count). Please ensure you get feedback from the Business Communication team on a draft of this before submission to Canvas and hard copy to me by **9am Wednesday 28<sup>th</sup> June**.

**Part 3 (10%):** Analyse the 2 macro/organisational topics (Topics 3 and 4). How important are they for your consultancy project and how could they impact on it? Write 1000-1200 words, 1.5 line spacing, with a list of references. Please ensure you get feedback from the Business Communication team on a draft of this before submission to Canvas and in hard copy to me by **9am on Monday 3<sup>rd</sup> July**.

### **Week 3**

**Part 4 (10%):** Analyse the micro-level (Topics 5 and 6). How important are they for you and your consultancy project and how could it impact on these? Write 1000-1200 words, 1.5 line spacing, with a list of references (not included in the word count). Please ensure you get feedback from the Business Communication team on a draft of this before submission to Canvas and in hard copy to me by **5pm on Friday 7<sup>th</sup> July**.

**Part 5 (20%):** Integrate the four written parts into one **full report** and make any changes that arise from the feedback from the previous assignments. The report should have a minimum of 3,500 words and a maximum of 4,000, 1.5 line spacing, with a list of references (not included in the word count). Due to me any time before **9am on Wednesday 12<sup>th</sup> July**.

### **3. Individual presentation (25%) (Friday 7<sup>th</sup> July)**

Give an oral power point presentation which covers your analysis of the issues or themes, your assessment of their importance and your solution to address their strategic impact on your chosen context. Full information on marking criteria, timings, format etc. will follow.

For each written submission I will mark it based on the attached rubrics and assessing the following equally:

- Presentation, spelling, grammar
- Identification and understanding of key issues
- Quality, quantity and integration of sources
- Use of critical analysis
- Logic of argument, clarity, structure, including drawing conclusions.

Marking rubrics for each assessment type follow.

Length: maximum 8 minutes and 4 minutes Q&A.

BST 16.06/17.

### Rubric for written assignments on BUSINT/BUSMKT 706

	<b><i>Above Standard (As)</i></b>	<b><i>Acceptable Standard (Bs)</i></b>	<b><i>Bare Pass (Cs)</i></b>	<b><i>Unacceptable / Fail</i></b>
<b>Information searching/research</b>	Locate highly appropriate and high quality new sources. Clear explanation of specific and prioritised reasons for choosing the sources.	Locate appropriate and new sources and good use of given sources. Explanation of some specific reasons for choosing the sources.	Appropriate use of given sources. Evidence of general reasons for choosing the sources.	Poor use of given sources. No clear reason for choosing the sources or the reason was not related to the task.
<b>Depth of reflection, thinking and inquiry</b>	Evidence of deep reflection on issues directly relevant to set topic and exhibiting an ability to examine issues in a logical and systematic fashion. Insightful ideas on the application of the topic articulated clearly, showing strong engagement with the theory and practice of international business management or marketing.	Reflections are on the set topic and are examined systematically and in some depth. Good understanding of the application of the topic, showing thoughtful engagement with the theory and practice of international business management or marketing.	Reflections are largely relevant to the topic and some issues are explored in a systematic way. Some appreciation of the application of the topic is demonstrated, showing an engagement with the theory and practice of international business management or marketing.	Reflections are expressed in a limited or superficial manner or do not relate clearly to the topic. Limited application of the topic is explored, showing no real engagement with the theory and practice of international business management or marketing.
<b>Integration of evidence and examples</b>	Use of specific and convincing evidence from a range of good quality resources to support conclusions. Sophisticated critical engagement with sources demonstrated.	Use of relevant examples from good quality sources to support conclusions. Evidence of sound critical engagement with sources.	Some use of examples from own research to support most points. Evidence of some attempt to critically assess sources.	Use of incomplete or vaguely developed examples from poor quality sources to partially support conclusions. Sources used uncritically.
<b>Communication and use of language</b>	Well-organised and with the use of applicable language that is precise, engaging, with an easy	Use of language that is fluent and error free, exhibiting the ability to	Use of basic but appropriate language, and some attempt to vary sentence construction.	Use of language that is vague or imprecise for the audience or purpose, and a limited awareness

	flow and varied sentence structure.	vary sentence construction.		of how to vary sentence structure.
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**Rubric for participation assessments on BUSINT/BUSMKT 706**

	<b><i>Above Standard (As)</i></b>	<b><i>Acceptable Standard (Bs)</i></b>	<b><i>Bare Pass (Cs)</i></b>	<b><i>Unacceptable / Fail</i></b>
<b>Preparation</b>	Always very well-prepared for class, always able to comment on the reading and their own readings, analysis and reflection on the material.	Well-prepared for class, able to comment to some extent on the readings and their analysis of them.	Generally prepared for class, contributing some comments.	The preparation for class is not demonstrated in contributions.
<b>Depth of reflection, thinking and inquiry</b>	Evidence of deep reflection on issues directly relevant to set topic and exhibiting an ability to examine issues in a logical and systematic fashion. Insightful ideas on the application of the topic articulated clearly, showing strong engagement with the three reflection questions.	Reflections are on the set topic and are examined systematically and in some depth. Good understanding of the application of the topic, showing thoughtful engagement with the three reflection questions.	Reflections are largely relevant to the topic and some issues are explored in a systematic way. Some appreciation of the application of the topic is demonstrated, showing an engagement with the three reflection questions.	Reflections are expressed in a limited or superficial manner or do not relate clearly to the topic. Limited application of the topic is explored, showing no real engagement with the three reflection questions.
<b>Integration of evidence and examples</b>	Use of specific and convincing evidence from a range of resources including: topic readings, research and personal experience, to support reflections.	Use of relevant examples from the topic readings and elsewhere to support reflections.	Some use of examples from the topic readings or elsewhere to support most reflections.	Use of incomplete or vaguely developed examples to partially support reflections.



<b>Communication and use of language</b>	Well-organised and with the use of applicable language that is precise, engaging, with an easy flow and varied sentence structure.	Use of language that is fluent and error free, exhibiting the ability to vary sentence construction.	Use of basic but appropriate language, and some attempt to vary sentence construction.	Use of language that is vague or imprecise for the audience or purpose, and a limited awareness of how to vary sentence structure.
	Demonstrates all dimensions of active learning and participation.	Demonstrates most dimensions of active learning and participation.	Demonstrates some dimensions of active learning and participation.	Demonstrates few or no dimensions of active learning and participation.

#### Rubric for presentation assessment on BUSINT/BUSMKT 706

	Exemplary ("A" range)	Competent ("B" range)	Needs Work ("C" range and below)
<b>Slide deck</b>	<input type="checkbox"/> <b>Content:</b> Each slide contained information that was critical and sufficient for the message being delivered Words and visuals carefully chosen to deliver message most effectively <input type="checkbox"/> <b>Organization:</b> Slides followed a logical pattern, with connections between the slides clearly shown <input type="checkbox"/> <b>Creativity:</b> Slides consistently used visual images, effects, font sizes and colours in a manner that made the presentation engaging	<input type="checkbox"/> <b>Content:</b> Most slide contained information that was critical and sufficient for the message being delivered Words and visuals chosen to deliver message were mostly effective <input type="checkbox"/> <b>Organization:</b> Slides, for the most part, followed a logical pattern, with connections between the slides clearly shown <input type="checkbox"/> <b>Creativity:</b> Majority of slides used visual images, effects, font sizes and colours in a manner that made the presentation engaging	<input type="checkbox"/> <b>Content:</b> Slides contained information that was not critical or necessary for the message being delivered Words and visuals chosen to deliver message were ineffective (i.e., too many words or irrelevant visuals) <input type="checkbox"/> <b>Organization:</b> Slides sometimes followed a logical pattern but connections between the slides mostly unclearly <input type="checkbox"/> <b>Creativity:</b> Visual images, effects, font sizes and colours were not

			used to make the presentation engaging
<b>Presentation</b>	<input type="checkbox"/> <b><u>Presence:</u></b> Presenter appeared professional and used clear, confident voice <input type="checkbox"/> <b><u>Story:</u></b> Presenter delivered the project's story knowledgeably, with conviction and consistency <input type="checkbox"/> <b><u>Duration:</u></b> Presenter finished within the allotted time	<input type="checkbox"/> <b><u>Presence:</u></b> Presenter appeared professional and mostly used clear, confident voice <input type="checkbox"/> <b><u>Story:</u></b> Presenter delivered the project's story knowledgeably, consulting cue cards every now and then <input type="checkbox"/> <b><u>Duration:</u></b> Presenter finished a few minutes past the allotted time	<input type="checkbox"/> <b><u>Presence:</u></b> Presenter appeared unprofessional and used unclear, hesitant voice <input type="checkbox"/> <b><u>Story:</u></b> Presenter delivered the project's story mechanically, reading off cue cards most of the time <input type="checkbox"/> <b><u>Duration:</u></b> Presenter only finished part of the presentation in the allotted time
<b>Q&amp;A</b>	<input type="checkbox"/> <b><u>Clarity:</u></b> Addressed questions completely and with clarity <input type="checkbox"/> <b><u>Cohesion:</u></b> Answered questions in a manner consistent with the story being presented.	<input type="checkbox"/> <b><u>Clarity:</u></b> Addressed most questions completely and with clarity <input type="checkbox"/> <b><u>Cohesion:</u></b> Often answered questions in a manner consistent with the story being presented.	<input type="checkbox"/> <b><u>Clarity:</u></b> Attempted to address questions but not completely & clearly <input type="checkbox"/> <b><u>Cohesion:</u></b> Answered questions inconsistently with the story being presented.

## **Inclusive Learning**

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

## **Student Feedback**

This course has undergone a number of changes as a result of feedback and input from a number of staff as to the particular requirements needed to satisfy the criteria expected to be included by the accounting profession. There have also been personnel changes involving the staff responsible for teaching the course.

Feedback on the content of the course and its delivery are sought during the course by the teaching staff through the medium of fast feedback during the course. In addition, formal course evaluations are carried out at the end of the course. As a result of feedback, some changes have been implemented this quarter. These include more contents on how contracts are administered and managed and how to comply with the law regarding misleading conduct.

Your feedback, both during the course and at its completion, is sought and encouraged. You can contact your class representatives to pass on your feedback to ensure your anonymity or you can contact the teaching or program staff direct.

Class representatives will be chosen in the first week of the course and their details posted on Canvas.

## **Academic Integrity**

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. 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.

## **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 website.