

Graduate School of Business

BUSINESS STRATEGY & INTERNATIONAL BUSINESS 660

Unit Outline last updated 2 September 2008

| TRIMESTER THREE 2008 FACE-TO-FACE | | | | |
|---|---|--------------------|-------|-------------------|
| Unit Index No | 306052 | | | |
| Credits | 50 - This is the Capstone unit for the MBA. | | | |
| Pre-Requisites | A significant portion of the MBA must be completed before commencing this unit. | | | |
| Unit Coordinator & Lecturer | Associate Professor Peter Galvin | | | |
| Email | peter.galvin@gsb.curtin.edu.au | | | |
| Phone | +61 8 9266 3389 | | | |
| Fax | +61 8 9266 3368 | | | |
| Lecturer | Marco Schultheis | | | |
| Class dates and times | Tuesdays 5:30pm – 8:30pm plus Saturdays 9:00am-4:00pm 20 September, 11 & 25 October and 15 & 22 November | | | |
| Location | GSB, 78 Murray Street Perth | | | |
| Room | 213 (unless otherwise advised) | | | |
| IMPORTANT NOTICE | | | | |
| The fifth Saturday (22 November) will involve a degree of working on the major assignment with your group. There is the potential to work with the lecturer to develop your work, but it will not be necessary for students to be present the whole time in the actual classroom. | | | | |
| METHOD OF ASSESSMENT | | | | |
| ASSESSMENT | OUTCOME ASSESSED | TYPE OF ASSESSMENT | MARKS | SUBMISSION DATES |
| Assessment 1: Participation & Preparation | 1 and 4 | Oral participation | 10% | Ongoing |
| Assessment 2: Case study write-up | 3 and 7 | Written | 30% | Tuesday 7 October |
| Assessment 3: Reflective Learning Journal | 1, 2 and 3 | Written report | 20% | Tuesday 28 Oct |
| Assessment 4 Development of a case study | 1, 2, 3, 4 and 9 | Written report | 40% | Tuesday 25 Nov |

This unit outline is subject to change up until 10 days prior to the commencement of the course. Any changes made to the unit within that 10 day period and after the course commences will be communicated to you directly by your Unit Controller and/or Lecturer via OASIS. This unit outline should be read in conjunction with the GSB Student Guidebook available on the GSB website.

Table of Contents

| | |
|---|----|
| Introduction to the Unit | 3 |
| Aims, Outcomes and Attributes | 3 |
| Text Books..... | 4 |
| Recommended Reading | 5 |
| Assessment Method..... | 5 |
| Method of Instruction | 6 |
| Assessment Overview | 6 |
| Assessment Details..... | 6 |
| Assessment 1: Participation & Preparation (10%) | 6 |
| Assessment 2: Case Analysis (30%)..... | 7 |
| Assessment 3: Reflective Learning Journal (20%)..... | 8 |
| Assessment 4: Development of a Case Study inc. Answer Guide (40%) | 9 |
| Submission Guidelines for Assignments | 11 |
| Chicago Author-Date Referencing Style | 12 |
| Submission & Return of Assignments..... | 12 |
| Late Submission of Assignments | 13 |
| GSB Student Guidebook 2008 | 14 |
| Student Representative..... | 14 |
| Student Rights and Responsibilities..... | 14 |
| GSB Student Feedback via e-Valuate | 15 |
| Appendix A: Graduate Attributes..... | 15 |
| Appendix B: Grading System | 16 |
| Unit Planner and Study Guide | 17 |

Introduction to the Unit

This capstone unit focuses on the practice and concepts of strategic management and international business through the introduction of appropriate theoretical models and frameworks. Building upon knowledge gained through the functionally oriented units of the MBA, this unit should be undertaken at the end of the MBA course. Focused on the achievement of competitive advantage, this unit allows students to develop a comprehensive understanding of the strategy process. Using a combination of case study analysis and group project work, this unit provides the context for the development of strategic awareness, implementation and management skills, and the examination of key issues in operating international operations.

Many 'strategic' decisions are in actual fact fairly simple in nature. Unlike a complex, multi-tiered marketing plan, many strategic decisions might simply be whether to grow larger, move into a new niche market, take on a competitor through a price war, expand through exports, or set up a joint venture manufacturing plant in a low cost Asian country. What is complex is making the right decision. When should you take a competitor head-on in terms of price, how should you expand internationally, where should you expand and which is the most attractive niche market? Thus, this unit is in many ways a unit about decision making – being able to deconstruct large amounts of information in such a way that you can analyse appropriate chunks and ensure that there is a logic to the decisions you make. The frameworks and models themselves are relatively unimportant. Rather they are just tools to be able to analyse situations in way that allows you to make the right decision.

Aims, Outcomes and Attributes

The first and primary objective is to provide experience and some skills in breaking down complex situations to be able to analyse the most important information as the basis for decision making. Learning outcomes within Business Strategy and International Business 660 (BS&IB 660) will contribute to the achievement of the overarching Graduate Attributes sought for graduates from the Graduate School of Business. For further details on the set of nine Graduate Attributes please refer to the GSB student guidebook available from www.gsb.curtin.edu.au. They are also listed in Appendix A of this document.

The BS&IB 660 unit seeks to deliver on five of the nine key attributes:

| Attributes | Learning Outcomes | Assessment |
|------------|---|--------------------------|
| 1 | <ul style="list-style-type: none"> Students obtain an understanding of selected models that underlie the field Students have an appreciation of the complexity of the business environment and can integrate theory from a variety of different perspectives to help make sense of strategy Students are able to understand the conceptual basis for the key principles of strategy and international business | Assignments 1, 3 and 4 |
| 2 | <ul style="list-style-type: none"> Students explore new paradigms within the field Students discriminate and determine the value of new and alternative paradigms drawing on sound theory | Assignment 1, 2, 3 and 4 |
| 3 | <ul style="list-style-type: none"> Students are able to appropriately analyse strategy decisions utilising a variety of theory Students are able to identify key concepts and how they influence strategy decisions in a variety of scenarios Students are able to apply the theory to a practical business environment | Assignment 1, 2, 3 and 4 |
| 7 | <ul style="list-style-type: none"> Students understand principles and theories underlying international strategy Students acquire relevant knowledge and skills to develop international strategies | Assignments 3 and 4 |
| 9 | <ul style="list-style-type: none"> Students gain practical experience in developing strategies in a team environment Students are aware of ethical considerations in a global business environment | Assignment 2 and 4 |

Text Books

You have a choice of using one of two different textbooks. Both have their advantages and disadvantages, but you will only need one book. If you would like to read the alternative text at times, copies of both texts are available in the library. The two texts are:

Grant, R. (2008) *Contemporary Strategy Analysis* (6th ed), Blackwell Publishers: Malden, MA.

The Grant text is more advanced; it focuses upon strategy content and is probably the best MBA level strategy text in the market. However, it is US-centric and lacks case studies. The alternative is:

Hill, C., Jones, G., Galvin, P. and Hadir, A. (2007) *Strategic Management: An Integrated Approach* (2nd ed.), John Wiley and Sons: Milton, Australia.

This text is a little more basic, covers more strategy implementation issues and is designed for the Australasian market. It contains cases and links quite nicely to the BS&IB unit, as the Unit Controller is one of the authors.

As well as the text, there are a series of readings for various weeks. Most readings are available through the e-Reserve section of the library homepage. It is essential that you read the appropriate sections of the text and the book of readings before coming to class.

Recommended Reading

Students are encouraged to explore the extensive literature on strategic management and international business and to consult the relevant journals regularly. Some relevant journals include:

- ❖ Strategic Management Journal
- ❖ Strategic Organization
- ❖ Journal of International Business Studies
- ❖ Academy of Management Journal
- ❖ Academy of Management Review
- ❖ Organization Science
- ❖ Administrative Science Quarterly
- ❖ The Harvard Business Review
- ❖ Sloan Management Review
- ❖ Academy of Management Perspectives/Executive
- ❖ California Management Review

There are numerous journals and academic research papers available on the Internet. Many provide the user with the title and abstract only, however several sources are available that provide full-text versions of articles online. Quite a few also contain lists and/or links to other useful sites. Remember that a few of the better journals do not make themselves available online and thus it may be necessary at times to actually go the Robertson library at the Bentley campus to access some of these materials. To find out just how useful the electronic databases can be, it is recommended that you get help from a librarian if you are not completely familiar with the various databases.

There is an expectation that students will rely upon references that are refereed (i.e. come from good quality, peer reviewed journals, or from books that are published by a major publishing house). Just because a statement or analysis is on the internet does not make it true or necessarily suitable to be referenced.

Assessment Method

To provide all students with an opportunity to maximise their grades, a sliding scale will be used. The way that this will work is that the assessment item for which you receive the highest grade will be weighted 10 percent more heavily, and the assessment item for which you receive the lowest grade will be weighted 10 percent less. For example, if your highest grade came from the exam, then this would be worth 40 percent of your total grade (rather than the stated 30%). And if your lowest grade was for the learning journal, then this would be worth 10% of your total grade rather than 20%. Please note as participation is nominally worth 10%, it can be worth as little as zero (or as much as 20% if it is your highest scoring piece of assessment).

Method of Instruction

All assignments are designed to utilise sound analytical and creative thinking abilities and have the following objectives:

- a. To broaden and deepen the student's knowledge of strategy-related issues (including those that relate extensively to international business) through the exploration of a range of strategic situations and exposure to a variety of approaches to strategy development and implementation; and
- b. To develop those cognitive processes integral to strategic management, viz. problem identification and solving, evaluation and decision making.

In line with the Graduate School's approach to adult learning, a student-focused, "learning-by-doing" philosophy of adult education underlies the structure of the unit. Assignments require active student involvement in thinking through, discussing and writing about strategic issues. Classes are primarily interactive workshop sessions which assume students have completed the relevant preparatory reading and during which students can explore strategy-related issues arising from the course content, the project, current events or their own work life. There are a limited number of lectures included in the unit where new information needs to be imparted.

Assessment Overview

| METHOD OF ASSESSMENT | | | | |
|--|------------------|--------------------|-------|-------------------|
| ASSESSMENT | OUTCOME ASSESSED | TYPE OF ASSESSMENT | MARKS | SUBMISSION DATES |
| Assessment 1: Participation & Preparation | 1 and 4 | Oral participation | 10% | Ongoing |
| Assessment 2: Case study write-up | 3 and 7 | Written | 30% | Tuesday 7 October |
| Assessment 3: Reflective Learning Journal | 1, 2 and 3 | Written report | 20% | Tuesday 28 Oct |
| Assessment 4 Development of a case study | 1, 2, 3, 4 and 9 | Written report | 40% | Tuesday 25 Nov |

Assessment Details

Assessment 1: Participation & Preparation (10%)

It is a requirement that students attend and participate in all scheduled classes. To participate appropriately students should have read the set chapters from the text, any additional material set by the instructor and prepared material in-line with the questions for the case or activity for that session. Skipping more than three (3) classes without first informing the instructor or without a valid excuse will lead to a failing grade for this item of assessment. Participation marks will be awarded for all classes where possible (i.e. the introductory class and some of the activities do not lend themselves to participation).

To help facilitate an accurate assessment of students' participation, it is requested that students choose a desk (or at least a general area) that they will then keep for the remainder of the semester. (It is a lot easier for the lecturer to get to know members of the

class if they sit in approximately the same place each time). In the first class you will also be provided with a card for you to place your name on. It is your responsibility to bring this with you to every class. If you do not bring it, then you may not be recognised in class and receive a zero grade for that particular session. Grades will be allocated primarily on participation rather than attendance with the highest grades being awarded to students that contribute in a meaningful way that demonstrates an appreciation of the material rather than to students who simply contribute the most frequently.

Cases are vehicles for learning diagnostic skills and for applying concepts and frameworks introduced in readings and lectures. A good case based course is designed around a conceptual framework and provides a progressive learning experience. Each case in this course has been chosen to reveal or illustrate key concepts and issues important to this framework. A case need not be current to make the desired point; in fact, older 'tested' cases are often superior to recent cases because of their proven ability to illustrate and communicate key points.

The learning from a case comes in two ways. The first involves pre-class preparation: the ability to diagnose problems and issues, to select and apply appropriate forms of analysis (quantitative, logic, experience, conceptual) and to make decisions about case solutions. It is absolutely imperative that each student makes a decision about what should be done before coming to class and be able to document that solution on the basis of the analysis. Choosing a few good comments to interject in the discussion – particularly comments about case 'facts' – is not considered preparation.

The second part of learning from cases comes from realising that other people do not always diagnose, analyse and solve cases the way you do. Understanding others' positions, learning from them and countering them with your own arguments are critical parts of the learning experience. To do so you must listen as well as talk. Only when you have tried to defend your position can you fully understand its strengths and weaknesses. At the end of the unit, the marks for each class will be totalled and averaged out to determine the final mark for the 10% participation component.

Assessment 2: Case Analysis (30%)

This is an individual project. You are required to analyse the case 'Ice-Fili'. This case will be distributed during the first week of class. **Your analysis should be solely based upon the information contained in the case itself.**

The main emphasis of this assessment is to make a strategy recommendation for the organisation, with convincing rationale and justification (i.e., in other words, don't just state Ice Fili should expand into – provide a compelling argument why). To do that, you will need to consider Ice-Fili's strategy, its resources/value chain activities, its success factors and the industry environment. No further guidance will be provided.

The report should not simply regurgitate information already contained in the case. You are required to analyse case information making full use of the academic frameworks and strategy tools covered during the preceding sessions and through exploring additional readings as necessary. You should also draw on your learning from previous units undertaken in the MBA as you see fit.

The word limit for this assessment is 2500 words. You have a margin of plus or minus 10%, that is the assignment may not be longer than 2,750 words. Any words above 2,750 will incur a penalty which will be calculated in terms of the percentage of words that you are over the limit. For example, 3,000 words is 250 words over the absolute limit and as a percentage of the set length (2,500 words) it is therefore 10% over length. The assignment would be penalised 10% in absolute terms. That is if you received 75% the 10% penalty

would drop it to 65%. A true and accurate word count should be placed on the front cover and if I feel that this is not accurate I will organise for a word count to occur.

Assessment 3: Reflective Learning Journal (20%)

Word Limit: 2500 words +/- 10%

The purpose of a personal reflective learning journal is to encourage you to review, reflect and build on your knowledge of the course material and to put this knowledge into practice. The brief Learning Journal should be typed and handed in as per the set date. As it will be handed in just over half way through the unit, it will naturally only be able to cover those sessions covered thus far, but it is hoped that students will continue to reflect on the material (either formally via a learning journal or informally) after the material to be graded has been submitted.

The Learning Journal submitted should be self contained, concise and **has a word limit of 2,500 words**. You have a margin of plus or minus 10%, that is, the assignment may not be longer than 2,750 words. Any words above 2,750 will incur a penalty which will be calculated in terms of the percentage of words that you are over the limit. For example, 3,000 words is 250 words over the absolute limit and as a percentage of the set length (2,500 words) it is therefore 10% over length. The assignment would be penalised 10% in absolute terms. That is if you received 75% the 10% penalty would drop it to 65%. A true and accurate word count should be placed on the front cover and if I feel that this is not accurate I will organise for a word count to occur.

Your learning journal should reflect the application of course material to your own organisation, a past organisation you worked for, or to your personal life. You do not have to cover every session, but you should aim to cover at least eight issues in the unit. This may be a combination of classes, readings or other activities. The focus of your journal should be on outlining the connections **you** make between theory and practice; concepts and observations; readings and experience; old and new knowledge, etc. That is, you should apply the strategic management and international business concepts and theory we discuss in the seminars to your reflections on, response to, or analysis of, an event, experience or concept. As such, this component of your journal needs to analyse your experiences and record any shifts in your views. This may involve identifying and challenging your underlying assumptions and emerging beliefs and views. It should be more than a simple diary. Some of the following questions may help you with this writing:

- What did I learn? What insights did I gain? How or why was this significant for me?
- How can I apply this theoretical knowledge to my situation?
- Have my assumptions and perspectives changed as a result of this experience? How?
- How can I apply what I have learned to my life or future career?

While the majority of the learning journal should apply to your own work or personal situation, it is also worthwhile looking for linkages between different sections of the course (and the materials) and discussing how the different theories integrate. For example, how does reading one of the supplementary readings challenge you to think about the theory in a different way, and what does this mean for you. Looking at these sorts of learning outcomes may be particularly pertinent for members of the class that work in organisations where some of the traditional strategy concepts may have limited applicability.

Assessment 4: Development of a Case Study inc. Answer Guide (40%)

Suggested Word Count: Case Study 3000 - 5000 words. Answer Guide 2000 - 3000 words

The final assignment is to be undertaken within a group. The size of the group for this project could range from 2 to 5. The assignment is to write a case study (including an answer guide) that illustrates a particular aspect of the course. Obviously, those students working in a larger group will be expected to produce a more comprehensive piece of work to receive a comparable grade to what would be expected of a team of two. However, the assignment would not be expected to be twice as long (for a four person group) relative to what a two person group produces (ie there are considerable energies required to coordinate the group and this is well understood). However, what is most important and what drives the grades anyway is an ability to identify the key issues, focus upon these and utilise appropriate theory in the answer guide to provide the theoretical understanding for the issues raised.

Students have complete discretion regarding the case that they choose and the way that it is written. You may contact organisations directly, or collect all of the necessary data from secondary sources. The following elements would normally be included somewhere in the case (ie not necessarily in this order):

- History of the organisation
- Activities presently undertaken
- Information that leads to at least one critical issue being posed to the reader
- Data (financial, manufacturing or other appropriate data) that helps support the critical issue
- A decision point that places the reader in a position whereby they must make some sort of strategic decision (though some cases – including ones we use in this unit – are more historical can allow for the reader to understand certain outcome via different theories).
- A series of questions (around three or four) that would help potential users of the case

The answer guide should include:

- A short summary of the pertinent facts in the case
- An analysis of general issues (dependent upon whether business or corporate level strategy)
- Identification of the critical issue and what this means for the organisation
- Presentation and utilisation of appropriate theoretical material to help suggest possible answers to the various questions posed.

The case allows you to show your research skill and how strategic decision points emerge within an organisation. The answer guide is a demonstration of your theoretical knowledge. Thus the answer guide is very important. To ensure that there are linkages between the case and the answer guide, I recommend writing the answer guide first and building the case around it.

The highest grades will be awarded to students that:

- Chose a case that is appropriate for appreciating their selected theoretical focus
- Build the case in a way that allows for an in-depth analysis of a particular theoretical issue
- Include data that is integral to understanding the case

- Develop a case that is not 'black and white' in nature where the solution is obvious, but rather show the true nature of organisations (as complex entities with political elements)
- Develop an answer guide that demonstrates a clear appreciation for the theoretical foundations on which the case was built and integrates the theory throughout the answer guide.

A normal case study should be approximately 3,000 to 5,000 words in length with the answer guide being approximately 2,000 to 3,000 words. Larger group assignments are likely to be somewhat longer and some highly focussed cases may be a little shorter. This is a guide only and there are no penalties for going outside of this range as the assignment will be marked according to the above criteria.

Given the potential for group members to make contributions of varying amounts, a mechanism may be used to allocate different marks to different students within the same group. If you are unhappy about the way that your group has been functioning please make sure that the unit controller is aware of the problem so that they can institute this mechanism to allocate different marks to members of the same group. If problems arise in the group, please let me know as soon as possible. If I am unable to do anything about it, there is the potential to allocate different marks for the same assignment to different members of the same group. However, for this to occur, you must let me know that there are problems **at least one week before the final assignment is submitted**. Once the assignment has been marked, there is nothing that can be done.

Please choose members of your group wisely so as to balance skills, knowledge, expertise, logistics, availability and nature and extent of experience. One way of selecting group members in the past has been to look for students with similar aims in the unit. For example, some students are interested in just making sure that they pass the unit (given work commitments or for other reasons), whereas other students are aiming for distinction level grades. Conflict has been eliminated in the past when students have been aiming for the same results and therefore there is consistency in the amount of work expected.

Additional material will be provided during class including a paper outlining past experiences and what worked best for students in terms of selecting cases and how they organised the process, as well as prior examples of assignments (both good and not so good).

Submission Guidelines for Assignments

- All assignments are to be submitted in hard copy unless prior arrangements have been made for electronic copies to be submitted. Assessment 4 should also be submitted in soft (ie electronic) format. Assignments should be bound in such a way as to facilitate ease of marking – that is, no fixed spine binding.
- Please retain a copy of every assignment submitted for marking for your own records. This copy will be required in the event of an assignment being misplaced or unaccounted for. The onus is on the student to make available another copy of the assignment for marking.
- Please use the following specifications for your assignment layout (unless otherwise specified):
 - Font: Times Roman 12
 - Margins: at least 2.5 cm top/bottom/left/right
 - Please include a cover-sheet setting out:
 - your name
 - student number
 - unit title, and
 - the title of the assignment.
- Papers will not be marked beyond the page limit/word count.
- For assignments that you would like returned, please include a self-addressed A4 envelope.
- Your assignment should be thoroughly checked for typing, spelling and grammatical errors. You may consider having a colleague proof read your assignment before you submit it.
- Make sure you acknowledge all sources used to write your assignment – eg. journals, books, articles etc...
- Provide a list of references at the end of your assignment in the Chicago Style.
- Use a range of scholarly material...eg. Peer-reviewed articles from the scholarly databases, textbooks and material from the Internet. Material from the Internet often, however, does not have the same peer review mechanisms in place so you must be wary what you use as literature to support your reviews.

PLEASE NOTE:

In the preparation of individual written assignments students are encouraged to discuss and exchange information. However, the various papers will be treated as an individual exercise and plagiarism is to be avoided. Where there is evidence of plagiarism the student will be awarded a fail grade for the unit.

Acknowledge not only direct quotes but also the source of ideas, examples and materials which are not a direct quote, but which have been paraphrased from another source. All tables and charts must be sourced. For the University's policy on plagiarism, please refer to the **Graduate School of Business Student Guidebook**. The GSB is committed to undertaking plagiarism audits on assessments submitted for its units.

Chicago Author-Date Referencing Style

It is a requirement of the Curtin Graduate School of Business that all assignments submitted for assessment must be referenced using the Chicago Author-Date Referencing Style. Details of Chicago referencing style can be found online at

http://library.curtin.edu.au/research_and_information_skills/referencing/index.html

Assignments submitted without Chicago Referencing **will not be marked**. It is strongly suggested that students learn and use EndNote software to ensure compliance with the Chicago System. Copies of EndNote are free to all GSB students from here: <http://startup.curtin.edu.au/software/endnote.cfm> and some Curtin EndNote style downloads and training are available here:

http://library.curtin.edu.au/research_and_information_skills/endnote/index.html

Submission & Return of Assignments

Please ensure you use the unit outline specifics to check that you have addressed all of the criteria before handing in your assignment.

Students may expect the marks (and feedback, where appropriate by the end of fifteen (15) working days after submission (unless otherwise negotiated between the lecturer and students). **Assignments are not available** for collection from Administration staff.

For an explanation of your grade, please see **Appendix B: Grading System** which explains the marking system used at the GSB.

Late Submission of Assignments

Assignments are expected to be submitted before or on due dates. Only in *critical* circumstances (acute sickness of self or close family – verified by medical certificate), may students negotiate for an extension of time. Please note that heavy employment-related workloads or deadlines will not warrant the granting of an extension. Only one extension will normally be given within this Unit. Reason/s for request for extension must be submitted in writing (postal or email) A MINIMUM OF FOUR (4) DAYS BEFORE THE DUE DATE OF THE ASSIGNMENT. Please note that an extension will not be given for reason of pressure of workload.

In the case of assignments being submitted after the due date, without permission for extension by the lecturer, the assignments will be graded:

- 20% lower if submitted 1 - 7 days late;
- 40% lower if submitted 8 - 14 days late;
- after 14 days, the assignment will **not** be accepted for marking.

GSB Student Guidebook 2008

Please refer to this publication online for essential information regarding the following:

- GSB Graduate Attributes and Learning Outcomes
- Assessment and Results which includes information on the GSB Grading System, Assessment Guidelines and the Appeals Process.
- The Student Feedback system and Student Representatives (see below).
- Referencing and Malpractice
- Plagiarism
- Ethics
- Emergency Procedures.

Please make sure you obtain a copy of this publication which is found on the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

Student Representative

A student representative must be elected by the class by the end of the second week of the unit (or second day in the case of an intensive). The student representative is responsible for collecting feedback from the other students and forwarding this to the lecturer and/or unit controller. The student representative also represents the class at the Student - Staff Committee meetings. Once a student representative is elected, the name and contact details should be directed to the Student Academic Advisor. For full details on the student representative role refer to the **GSB Student Guidebook** available from the **GSB homepage** under **Quick Links**.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation and policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" web page at: <http://students.curtin.edu.au/rights/>

GSB Student Feedback via e-Valuate

Curtin University has introduced a confidential unit specific student feedback system called e-Valuate. This system provides the unit coordinator, lecturer and Head of School with important information about student's learning experiences and the achievement of learning outcomes during their enrolment in this unit. You are strongly encouraged to log onto e-Valuate at the end of this unit and provide your valuable feedback. Further information on how and when to do this will be posted during the trimester.

The Curtin Business School values student feedback as one of the many ways to continuously inform improvement to this unit. Recent improvements have included:

1. Reduction in assessment load.
2. Removed certain activities/cases and introduced new topics.
3. Devised flexible marking scheme.

Recent student feedback on this Unit is available at

<https://evaluate.curtin.edu.au/login.cfm> Once you have logged in click the reports tab at the top and search for the unit summary report (USR) for your unit.

Appendix A: Graduate Attributes

The GSB offers a range of Award Programs in which the students will:

| |
|---|
| 1. Have a thorough foundation of contemporary business theories, concepts and principles and be able to apply these in a group or organisational environment. |
| 2. Create and critically evaluate innovative ideas and strategies within ambiguous and uncertain business environments. |
| 3. Access, evaluate and synthesis diverse information for intelligent business application. |
| 4. Effectively communicate in a manner appropriate to their audience and their desired outcomes. |
| 5. Select and use appropriate technologies and recognise their advantages and limitations. |
| 6. Utilise life-long learning strategies. |
| 7. Recognise and apply international perspectives within the business environment. |
| 8. Appropriately manage and value diversity within a business setting. |
| 9. Apply professional skills – team work, leadership and ethical behaviour. |

Appendix B: Grading System

The grading in this unit will be consistent with the grading scheme below.

| % Grade | Criteria |
|---------|--|
| 90+ | Shows a passion for the topic. Student has built on a solid base of deep knowledge and delivered original thought or provided original application of a presented model. Has displayed sound and defensible judgement. |
| 80-89 | Student has integrated/synthesised a complex body of knowledge. Is able to bring ideas together succinctly. Has displayed sound grounded opinion. |
| 75-79 | Critical evaluation or deeper understanding displayed identifies key issues on top of B below; adds value to data or basic research. |
| 70-74 | Intelligent organisation and expansion of concepts, ideas; illustrates through application; sought other reading if appropriate. |
| 65-69 | Covers key issues, on top of C below, in a superior way. |
| 60-64 | Descriptive, can summarise, organise ideas and present a basic conclusion, internally logical. Presents basic concepts can take a concept and break it into its parts. Provides a basic answer to the question. |
| 50-59 | Undertaken acceptable amount of work, sticks to the question but disjointed, ideas not linked or not well linked to the foundation of knowledge. Some errors, but not enough to flaw the answer/argument. |
| <50 | Superficial work, insufficient research. Some limited research but has not pulled it together. Doesn't answer the question, errors which flaw the answer, argument; displays significant gaps in foundation knowledge. |

Moderation is the process by which fair assessment is assured when there are: multiple markers; one marker assesses a large number of papers; the unit is taught at different campuses; or the assessment is largely subjective. Unit controllers are responsible for ensuring that comparability of assessment is achieved. For further information and/or explanation refer to the Teaching & Learning at Curtin 2008 teaching handbook, Section 5.4, page 41 (<http://lsn.curtin.edu.au/publications/tlbook08.pdf>)

Unit Planner and Study Guide

| Date | Session | Text Reference & Questions | Readings/Chapters |
|--------------------------------|---|--|--|
| Tuesday 2 September 5:30pm | Session 1: Introduction to Unit | <ul style="list-style-type: none"> • Course requirements • Case Analysis Techniques • What is strategy? • Levels of strategy | Hill et al., Chpt 1 Grant Chpt 1 (Read <u>either</u> set of chpts from these texts - not both) |
| Tuesday 9 September 5:30pm | Session 2: Strategic Planning | <p>Strategic Planning at United Parcel Service</p> <p>[Case in file]</p> <p>Questions:</p> <ol style="list-style-type: none"> i. What are the key elements of UPS's approach to strategic planning? In particular, what is your evaluation of: The UPS charter?; the Centennial Map?; and the Strategy Road Map? ii. What are the strengths and weaknesses of scenario planning? iii. How does UPS's strategic planning process compare with the approach at your organisation? | Christensen, C.M. (1997), 'Making strategy: Learning by doing', <i>in e-reserve</i> . Kaplan, S. and Beinhocker, E.D. (2003), 'The real value of strategic planning', <i>in e-reserve</i> . Hamel, G. (1996) 'Strategy as Revolution', <i>in e-reserve</i> . |
| Tuesday 16 September 5:30pm | Session 3: Strategy implementation and the review process | Strategy Implementation & Review – Guest Lecturer | Hill et al., Chapter 12 Donaldson, G. (1995), 'A new tool for boards: The strategic audit', <i>in e-reserve</i> . |

| Date | Session | Text Reference & Questions | Readings/Chapters |
|---------------------------|--|---|---|
| Saturday 20 Sept 9am | Session 4: Industry Analysis | <p>The Cola Wars Continue [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. Why have concentrate producers have been so profitable? ii. Compare the economics of the concentrate business to the bottling business: why is the profitability so different? Why then have concentrate producers wanted to vertically integrate at times? iii. How has competition between Coke and Pepsi affected the industry's profits? | <p>Grant Chpt 3 Hill et al, Chpt 3</p> <p>McGahan, A. (1999), 'Competition, Strategy and Business Performance', <i>California Management Review</i>.</p> |
| Saturday 20 Sept 1pm | Session 5: Intra-industry segmentation | <p>Saturn: A Different Kind of Car Company [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. What are the most important factors influencing buyers' choices in the purchase of small cars? ii. How does Saturn deliver value to its customers? iii. Is Saturn's strategy working? Is Saturn a success? iv. Are Saturn's advantages sustainable? What are the threats it faces? v. Who are Saturn's major competitors and how is competition likely to be played out in the future? | <p>Grant Chpt 4 Hill et al, Chpt 5 (skim only) Gomes-Casseres, B. (1994). 'Group Versus Group: How Alliance Networks Compete', <i>Harvard Business Review</i></p> |
| Tuesday 23 Sept 5:30pm | Session 6: Game theory | Game Theory – Guest Lecturer | Brandenberger & Nalebuff (1995), 'The right game: Use game theory to shape strategy', <i>Harvard Business Review</i> – in e-reserve |

| Date | Session | Text Reference & Questions | Readings/Chapters |
|---------------------------------|---|--|---|
| Tuesday 30 September 12:45pm | Session 7: The role of resources and capabilities | <p>Sharp Corporation: Technology Strategy [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. Why has Sharp been so successful for so long? Is it because it is a Japanese company? ii. Why was Sharp successful in developing the technologies it chose to invest in? Was it just a case of providing a blank cheque? iii. Is Sharp an end products or a components company? iv. Should Sharp enter the Intel and Apple joint ventures? v. How is Sharp able to coordinate and integrate activities across the corporation? | <p>Grant Chpt 5 Hill et al, Chpt 4 Prahalad, C. & Hamel, G. (1990). 'The Core Competence of the Corporation', <i>Harvard Business Review</i>.</p> |
| Tuesday 7 October | Session 8: Value Chain Analysis | <p>Ikea</p> <p>Read the article (Norman and Ramirez) included with your course material, and do additional research (eg. visit IKEA web site) to answer the following questions:</p> <p>Questions:</p> <ul style="list-style-type: none"> i. How is IKEA's "value proposition" to its clients different from its competitors? ii. How does IKEA's value chain differ from the traditional value chain in its industry? iii. How does this align with IKEA's value proposition? iv. How would you summarise IKEA's strategy? Prepare a one page graphic to illustrate. <p>Please note you will not be able to answer this without doing the additional research!</p> | |

| Date | Session | Text Reference & Questions | Readings/Chapters |
|-----------------------|-----------------------------------|--|---|
| Sat 11 October 9am | Session 9: The Balanced Scorecard | The Balanced Scorecard | Maltz et al. (2003), 'Beyond the balance scorecard: Refining the search for organisational success measures', <i>in e-reserve</i> . |
| Sat 11 October 1pm | Session 10: Innovation | <p>October Sky</p> <p>Analysis of the movie October Sky (you will need to watch the movie in advance to the session – it should be at most video stores). You will also need to read the article in the case files by Chesbrough and Teece – 'Organizing for innovation: When is virtual virtuous?'</p> <p>Questions:</p> <ol style="list-style-type: none"> i. What important lessons concerning the way innovations are created can we take away from this movie? ii. Do we have to change innovation in relation to our structures, systems and process to become more innovative? iii. On the basis of watching this movie, do we need more 'creative destruction'? Do a Google search on creative destruction if you are not familiar with the concept. | Grant Chpt 6 & 7 Hill et al, Chpt 6 & 7 Kim, W. & Mauborgne, R. (1999) 'Creating New Market Space', <i>in e-reserve</i> |

| Date | Session | Text Reference & Questions | Readings/Chapters |
|-------------------------------------|---|---|--|
| Tues 14 October 5:30pm | Session 11: Leveraging a cost advantage | <p>Matching Dell [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. How and why did the personal computer industry come to have such low average profitability? ii. Why has Dell been so successful? iii. Prior to recent efforts by competitors to match Dell (1997-98), how big was Dell's competitive advantage? Specifically calculate Dell's advantage over Compaq in serving a corporate customer. iv. How effective have competitors been in responding to the challenge posed by Dell's advantage? How big is Dell's remaining advantage? | Grant Chpt 8 |
| Tues 21 Oct 5:30pm | Session 12: Decision Making | <p>Analysis of the movie Thirteen Days (you will need to watch the movie in advance to the session – it should be at all video stores).</p> <p>Questions:</p> <ul style="list-style-type: none"> i. How does the context of decision-making in the movie "13 Days" mirror strategic decision-making in business? ii. What are the major forces influencing strategic choice in the movie? And the parallels in business? iii. What are some of the leadership lessons we might take from the movie in guiding strategic decision-making? | <p>Chapter 3 (pp. 33-60) of: Davis, J. & Devinney, T. (1997) <i>The Essence of Corporate Strategy</i>, in e-reserve.</p> <p>Chapter 2 (pp.22-49) of: Stacey, R. (1996) <i>Strategic Management and Organisational Dynamics</i>, in e-reserve</p> |

| Date | Session | Text Reference & Questions | Readings/Chapters |
|-----------------------|------------------------------------|---|--|
| Sat 25 Oct 9am | Session 13: Corporate Strategy | <p>LVMH</p> <p>[Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. What corporate strategy is LVMH engaged in? ii. What resources and capabilities are they trying to leverage? iii. Do you agree with the analysis of LVMH in the Business Week article at the end of the case? Why? | Grant Chpt 13 & 15 Hill et al, Chpt 8 |
| Sat 25 Oct 12:45pm | Session 14: International Strategy | <p>Global Computer Industry</p> <p>[Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. What role did country environments, government policies and firm level capabilities play in the evolution of the global computer industry? ii. What other factors were important? iii. What role have cross-border alliances played in the industry | Grant Chpt 14 Hill et al, Chpt 10 |
| Tues 28 Oct 5:30pm | Session 15: Globalisation | <p>Globalisation – debate and other activities</p> <p>To prepare for this session, you will need to research what globalisation actually is and why it invokes such strong feelings amongst some people. In addition, you should collect one example of where globalisation has had a positive effect and one where it has had a negative effect (these can be newspaper articles, web articles, material from a television program etc). A further task will be allocated on the previous week.</p> | Grant Chpt 14 Hill et al., Chpt 8 |

| Date | Module/Session | Text Reference & Questions | Readings/Chapters |
|-----------------------|---|--|--|
| Tue 4 Nov 5:30pm | Session 16: Transnational Strategies | <p>BRL Hardy [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. How do you account for BRL Hardy's remarkable post merger success? ii. What organisational synergies exist in the two companies that allowed them to become a success? iii. What is the source of the tension between Stephen Davies and Chris Carson? iv. Should Millar agree to Carson's proposal to launch <i>D'istinto</i>? What about the Banrock Station? | <p>Bartlett, C & Ghoshal, S. (2000) 'Going Global: Lessons from Late Movers, Harvard Business Review <i>in e-reserve</i>.</p> <p>Bartlett, C. & Ghoshal, S. (1987) 'Managing Across Borders', Sloan Management Review <i>in e-reserve</i>.</p> |
| Tues 11 Nov 5:30pm | Session 17: Structuring Multinational Organisations | <p>P&G Japan: The SK-II Globalization Project [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. As DeCesare, what factors do you need to consider before deciding what to recommend in your SK-II presentation to the global leadership team? What analysis should you carry out? ii. Does Sk-II have the potential to become a global brand within P&G's worldwide operations? Why? <p><i>In class we will consider other issues, but this will be done in groups during class, rather than as part of your preparation.</i></p> | <p>Grant Chapters 14 & 16 Hill et al., Chapters 8 & 9</p> |

| Date | Module/Session | Text Reference & Questions | Readings/Chapters |
|-----------------------|--|--|---|
| Sat 15 Nov 9am | Session 18: Global Strategic Alliances | <p>Baoshan Iron and Steel Co., Ltd</p> <p>[Case in file]</p> <p>Questions:</p> <ol style="list-style-type: none"> i. What is the strategic position of Baosteel and what are its motives for negotiating a three-way cross-border, cross-shareholding alliance? ii. How does a cross-shareholding alliance differ from a merger or a simple strategic alliance based upon cooperation? iii. What are the risks to each company in the alliance? Are there risks to the shareholders of the companies? Do you think a three way merger is possible? Why? | <p>Ohmae, K. (1989) 'The Global Logic of Strategic Alliances'</p> <p>Inkpen, A. (1998) 'Learning and Knowledge Acquisition through Strategic Alliances.</p> <p>Mahoney, D, Trigg, M., Griffin, R. & Pustay, M. (2001), Chpt 12 - International Strategic Alliances, in <i>International Business</i>, all in e-reserve.</p> |
| Sat 15 Nov 12:45pm | Session 19: Entry Modes | <p>Analysis of China</p> <p>Materials to be handed out in session</p> | <p>Kulkarni, S. (2001) 'The Influence of the Type of Uncertainty on the Mode of International Entry', in e-reserve.</p> <p>Lasserre, P. (2003), 'Chpt 7 - Entry Strategies', in <i>Global Strategic Management</i>, in e-reserve</p> |

| Date | Module/Session | Text Reference & Questions | Readings/Chapters |
|-----------------------|---|--|---|
| Tues 18 Nov 1pm | Session 20: Cross Cultural Management | <p>Ellen Moore: Living and Working in Bahrain Ellen Moore: Living and Working in Korea [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. What are some of the major differences between the national culture Ellen faces in (a) Bahrain, (b) Korea relative to the traditional western culture she is used to? ii. What would advise Ellen do (a) in Bahrain, and (b) Korea? And why? | Hofstede, G. (1993) 'Cultural constraints in management theories', <i>Academy of Management Executive, in e-reserve</i> |
| Sat 22 Nov 9am | Session 21: Other topics | <p>Other Topics – Student Choice</p> <p>This session will cover topics not otherwise covered in the unit. Two weeks prior students will have a chance to submit topics of interest to be covered, e.g. business models, governance, strategic market segmentation, environmental analysis etc</p> | |
| Sat 22 Nov 12:45pm | Session 22: Work on major assignment | <p>Assignment work</p> <p>Student groups will have an opportunity to work with the lecturer to finalise their assignment and ensure that it is ready for submission the following Tuesday. Groups that make appointments will be given preference.</p> | |
| Tues 25 Nov 5:30pm | Session 23: International Corporate Social Responsibility | <p>Cementos Lima: Laying the Foundations of Social Responsibility [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. What are principle characteristics of Cementos Lima's product, and market? ii. What are the key factors that can enable Cementos Lima to be successful in its growth strategy? iii. Can the company be considered socially responsible? | <p>Waddock et al. (2002), 'Responsibility: The new business imperative', <i>in e-reserve</i>.</p> <p>Carlisle, Y.M. and Faulkner, D.O. (2004), 'Corporate social responsibility: A stages framework', <i>in e-reserve</i>.</p> <p>Doane, D. (2005), 'The myth of CSR', <i>in e-reserve</i>.</p> |

| Date | Module/Session | Text Reference & Questions | Readings/Chapters |
|----------------------|---|--|--|
| Tues 2 Dec 5:30pm | Session 24: Stakeholder Analysis/Ethics | <p>Iceverks: Ben & Jerry's in Russia [Case in file]</p> <p>Questions:</p> <ul style="list-style-type: none"> i. Identify and evaluate the strategy, implementation and operations of the joint venture in Russia. ii. Should Iceverks expand in Russia and the ex-CIS? Why or why not? iii. Can (or should) Ben and Jerry's apply its philosophy of corporate social responsibility in its Russian venture (and other international joint ventures)? iv. What should Ben and Jerry's strategy be for international growth? v. What has Ben and Jerry's learned from the Russian experience to help guide them in the future? <p><i>Summary of unit and final wrap-up</i></p> | <p>Weaver, G., Trevino, L. & Cochran, P. (1999) 'Corporate Ethics Practices in the Mid-1990s: An Empirical Study of the Fortune 1000', <i>Journal of Business Ethics</i>, 18, pp283-294.</p> <p>Chapter 8 (pp.172-206) of Carroell, S. & Gannon, M. (1997) <i>Ethical Dimensions of International Management</i>, Thousand Oaks: Sage.</p> |