



BUSINESS SCHOOL

Course Outline 2018

MAORIDEV 738: STRATEGIC PLANNING – TIKANGA MAHERE I TE AO MĀORI (15 POINTS)

Quarter 4 (1188)

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.

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.

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. The course ethos and assessment design will compel students to grapple frameworks of strategic thinking and apply them to real-world scenarios as well as to their own organisations and careers and to Māori organisations. In this way we are assessing not only the students' ability to understand the materials, but their ability to critically engage with them, apply them to in Māori contexts, and collaborate with classmates in exercises and assignments. Written and verbal communication are therefore both important as well as operating with integrity in team environments. The assessment structure is therefore specifically designed for the Graduate Profile Capabilities outlined below.

Learning outcomes (LO)

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

#	Learning outcome	Graduate profile capability*
LO1	Demonstrate an advanced ability to use course principles and concepts associated with strategic thinking and strategic innovation in Māori and indigenous economic development.	1. Disciplinary knowledge and practice 2. Critical thinking

#	Learning outcome	Graduate profile capability*
LO2	Apply concepts of contextual and integrative thinking to the analysis and development of strategic frameworks.	3. Solution seeking 4b. Communication (Written)
LO3	Critically appraise strategic plans and strategic planning processes, in a range of economic development, organisations and organisational settings.	2. Critical thinking 6. Social and environmental responsibilities
LO4	Apply a strategic planning framework in relation to an organisation.	3. Solution seeking 1. Disciplinary knowledge and practice

* See the graduate profile this course belongs to at the end of this course outline.

Content outline

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period*
Week 1	Introduction to the course	Course syllabus and outline	
Week 2	Introducing strategy and strategic thinking	Chapter 1	Quiz One
Week 3	The environment	Chapter 2	Quiz Two
Week 4	Strategic capabilities	Chapter 3	Quiz Three
Week 5	Strategic purpose and scenario planning	Chapter 4	Quiz Four
Week 6	Business-level strategy	Chapter 5	Quiz Five Individual Case Study
Week 7	International Strategy	Chapter 7	Quiz Six
Week 8	Strategy in action	Chapter 10	
Week 9	TBC		

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period*
Week 10	Course review		Group Case Study Development and Analysis
* Assessed application exercises (x 6) will occur between weeks 2 – 10			

Learning and teaching

The class meets for one three-hour session each week. Class time will be used for a combination of theoretical and applied discussions of indigenous business and economics and current events in strategy. In addition to attending classes, ngā taura 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, assessments, and preparing for the assignments.

Teaching staff

Dr Jamie Newth (Lecturer)

Phone: 09 373 7599 ext 87864

Office: Room 451, Owen G Glenn Building

Office Hours: By appointment

Email: j.newth@auckland.ac.nz

Learning resources

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

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

Assessment information

Assessment task	Weight %	Group and/or individual	Submission
Quizzes x 6	20%	Individual	Canvas
Application Exercises	30%	Group and Individual	In class
Individual Case Study Analysis	25%	Individual	Canvas
Group Case Study – Development & Analysis	25%	Group	Canvas

Description of assessment tasks

Assessment task	Learning outcome to be assessed
<p>Quizzes 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.</p>	LO 1
<p>Application Exercises Six (6) exercises are completed weekly between Week 2 and Week 10. 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.</p>	LO 1 – 4
<p>Individual Case Study Analysis 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.</p>	LO 1 – 4
<p>Group Case Study Development & Analysis 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.</p>	LO 1 – 4

Inclusive learning

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

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 worldwide web. A student's assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback

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

Summative evaluation is used by teachers to reflect on their teaching practice, and is also used by the University for quality assurance of teaching and courses.

In the event of an unexpected disruption

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

Graduate profile for Postgraduate Diploma in Business

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

Graduate Profile	
1. Disciplinary knowledge and practice	Graduates will be able to demonstrate advanced knowledge of general management theory and apply this effectively in a range of contexts.
2. Critical thinking	Graduates will be able to effectively evaluate and synthesise evidence from multiple sources to develop coherent and evidence-based arguments.
3. Solution seeking	Graduates will be able to frame and analyse complex problems, develop practical solutions, and understand the impact and implications of planned implementation.
4. Communication and engagement	Graduates will be able to work effectively in teams and engage varied audiences by communicating professionally using multiple formats.
5. Independence and integrity	Graduates will be able to engage in independent and ethical decision-making and behaviour, demonstrating self-reflection and self-management in complex and ambiguous situations.
6. Social and environmental responsibility	Graduates will recognise, in relation to their field, the potential significance of the principles underpinning the Treaty of Waitangi and sustainability, and demonstrate capability to shape business practice accordingly where appropriate.