



BUSINESS SCHOOL

Course Outline 2019

BUSINESS 304: STRATEGIC MANAGEMENT (15 POINTS)

Semester, Summer School (1200)

Course prescription

A case-based course that focuses on analysing and responding to complex organizational situations from a general manager's perspective. The processes of strategizing, the impact of organizational contexts, and the subsequent strategic tensions are explored so as to understand the adoption of various strategic practices.

Course advice

Before enrolling in this course, you must complete these courses:

Prerequisite: At least 30 points at Stage II and at least 15 points at Stage III in Management, International Business or Innovation and Entrepreneurship.

You cannot enrol in this course if you have taken or intend to take the following courses:

Restriction: MGMT 302

Notes

The majority of your final grade comes from participating in case discussions, in class. If you have any concerns about your ability to do that, then this probably is not the course for you. However, if you want to work at becoming better at participating—at overcoming, say, shyness or introversion—we are happy to help with that. Furthermore, many of the cases used in this course have either financial or operational data. You are expected to have sufficient numerical and financial ability to make sense of such information (e.g., at the level of first year accounting); the numbers matter.

Overall, to do well in this class, you need to participate in the class discussions, revealing the depth and quality of your analysis. If you are reluctant to put forward your views for consideration and discussion, you need to ask yourself "Should I be taking this course?"

Goals of the course

The overarching purpose of this course is to help develop your strategic sensibilities; to see the bigger picture and wrestle with the tensions that are inherent in doing strategy work. The course adopts the perspectives of the general manager; i.e., a view predicated on a holistic view of the organisation. Because of that, usually, the general manager—and you—should be acquainted with all of the functional areas within an organisation.

In line with the views of de Wit & Meyer, this course seeks to develop your understanding of strategy in three key areas:

- Knowledge** To encourage the understanding of the many, often conflicting, schools of thought and to facilitate the gaining of insight into the assumptions, possibilities and limitations of each set of theories.
- Skills** To develop the ability to define strategic issues, to critically reflect on existing theories, to creatively combine or develop theories where necessary and to flexibly employ theories where useful, to clearly articulate their analysis and its implications.
- Attitude** To install a critical, analytical, flexible and creative mindset which challenges organisational, industry and national paradigms and problem-solving recipes.

Learning outcomes (LO)

By the end of the course, we expect that students will be able to:

#	Learning outcome	Graduate profile capabilities*
LO1	To do the work of strategy, and present that work in the typical context of strategy work (e.g., group discussions), in a manner that others—working in the field of strategy—will regard as being competently done.	Disciplinary knowledge and practice, Independence, Critical thinking, Engagement (collaboration)

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

Content outline

This course gives a broad overview of the essential aspects of strategic management at a local, national, and international level. The most fundamental distinction made in the field of strategy is between strategy process, strategy content, and strategy context. These three dimensions of strategy that can be recognized in every real-life strategic problem:

Strategy Process: The manner in which strategies come about is referred to as the strategy process. Stated in terms of a number of questions, strategy process is concerned with the how, who, and when of strategy — how is, and should, strategy be made, analysed, dreamt-up, formulated, implemented, changed and controlled; who is involved; and when do the necessary activities take place?

Strategy Content: The product of a strategy process is referred to as the strategy content. Stated in terms of a question, strategy content is concerned with the “what” of strategy — what is, and should be, the strategy for the organization and each of its constituent units?

Strategy Context: The set of circumstances under which both the strategy process and the strategy content are determined is referred to as the strategy context. Stated in terms of a question, strategy context is concerned with the where of strategy — where, that is in which

organization and which environment, are the strategy process and strategy content embedded (de Wit & Meyer, 2005, p. 5).

In practice, these three 'threads' of strategy are tightly interwoven, and to some extent, the course seeks to unravel them so they might be better understood. Nevertheless, strategic management is an integrative activity (see, for example, Ohmae, 1982). It is somewhat illusionary to split up the course in to "bite-sized pieces" in the hope that they will come together and form a coherent whole at the end of the course. Thus, whilst a list of topics is provided, they cannot be simply mapped on to individual weeks. The approach adopted in the course is to develop your understanding of the topics (albeit at different rates and by different amounts) each week.

Week-by-week guide

Date	Task	Prepare ...
Mon 6-Jan-20	Quiz	Course outline (excluding appendices)
Tue 7-Jan-20	Case discussion	Edward Marshall Boehm (on Canvas)
Thu 9-Jan-20	Quiz	Chapter 1, Reading 1.2, and Reading 1.3
Fri 10-Jan-20	Case discussion	Zara (on Canvas)
Mon 13-Jan-20	Quiz	Chapter 2, Reading 2.1, and Reading 2.2
Tue 14-Jan-20	Case discussion	Cartier (on Canvas)
Thu 16-Jan-20	Workshop on participation	Chapter 3 only
Fri 17-Jan-20	Case discussion	United Parcel Service
Mon 20-Jan-20	Quiz	Chapter 4, Reading 4.3, and Reading 4.4
Tue 21-Jan-20	Case discussion	PEP Stores
Thu 23-Jan-20	Quiz	Chapter 11, Reading 11.1, and Reading 11.2
Fri 24-Jan-20	Case discussion	Nike and the University of Oregon
Mon 27-Jan-20	Holiday	Chapter 5 only
Tue 28-Jan-20	Case discussion	Fonterra (on Canvas)
Thu 30-Jan-20	Quiz	Chapter 6, Reading 6.1, and Reading 6.2
Fri 31-Jan-20	Case discussion	Fletcher Challenge
Mon 3-Feb-20	Quiz	Chapter 8, Reading 8.1, and Reading 8.2
Tue 4-Feb-20	Case discussion	Bottled water industry
Thu 6-Feb-20	Holiday	Chapter 9 only (p.280-295)
Fri 7-Feb-20	Case discussion	HP
Mon 10-Feb-20	Quiz	Chapter 9 (313-335), and Reading 8.3 (p.345-358)
Tue 11-Feb-20	Case discussion	Right Hemisphere
Thu 13-Feb-20	Workshop of the final case	
Fri 14-Feb-20	Case discussion	Pfizer NZ (on Canvas)

Note: There are two different versions of 'Chapter 9' in the textbook.

Learning and teaching

Strategy is not something an organisation has; it is something people do (Jarzabkowski, 2005). Thus, we centre our approach to teaching strategic management on 'doing strategy' by spending most of our time together discussing strategy as it applies to a

number of cases. However, it is important that you know the theory that supports many of the ideas upon which strategic management is built. Consequently, this course has two facets—quizzes (to ensure that you have studied the assigned readings) and case discussions (to develop your ability to apply the ideas about which you have read). This means that you should have studied the assigned readings before taking the quiz. The purpose of the quiz is to help you stay up to date with the readings, to obtain regular and rapid feedback on how you are doing in the course, and to lay the theoretical basis for the subsequent case discussion. There is a lot of evidence that quizzes help students learn more.

Having done the quiz, the focus of the next class session is an exploration—through discussion—of the issues raised by the readings in relation to a given case. Since participation in these discussion accounts for a significant percentage of students' final grade, attendance at these discussion sessions is highly recommended. Achieving a high grade for the course is only possible by high-quality participation during the discussions.

Managers typically have little time to read, and even less time to write. They accomplish most of their communication orally. You have to learn how to do analysis effectively and communicate it efficiently. The case discussions are chances for you to practice convincing your peers that your approach has insight and value for them in regards to the challenges you identify.

Time management

As is the case with all 15-point courses, the average student will need to spend approximately 150 hours in course-related learning activities. Of course, that number might be bigger or smaller depending on (a) the student's capabilities, (b) the efficacy of the student's approach to study, and (c) the specific grade the student seeks to achieve. In other words, an average student should be spending about 150 hours in learning-related activities to achieve a B-grade (i.e., as expected).

For summer school, that translates to about 25 hours per week of work relating to this course. Of that time, about six hours take the form of work in the classroom. The remaining 19 hours should be split between (a) completing the week's readings and (b) preparing your position on the case.

Teaching staff

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Office hours: Tuesdays and Thursday from 10:00–11:00, or by appointment (during Summer School).

Learning resources

The textbook upon which we base this course is:

de Wit, B., Meyer, R., Smith, P. & Erakovic, L. (Eds.). (2015). *BUSINESS 304 Strategic Management*. (1st ed.). NZ: Cengage Learning.

This book is available either as a printed version or as an eBook. The printed edition is available through UBS. To purchase the eBook, please do the following:

- Visit <http://www.cengagebrain.co.nz>
- Enter the print book ISBN in the “search” bar at the top of the page: 9780170-366564
- Select the VitalSource eBook on the right of the page, and “add to cart”
- Then simply follow the prompts to purchase.

Note: This textbook contains all of the readings required for the course, together with the majority of the cases that you will discuss.

Assessment information

Assessment task	Weight %	Group and/or individual	Submission
Quizzes	≈ 40%	Yes	In-class
Class participation	≈ 60%	Individual	In-class

Pass requirements

An overall grade of C- or better is required in order to pass this course.

Description of assessment tasks

As already noted, there are two types of assessment: one is based on quizzes of the ‘theory’ of the strategy, the other is based on in-class discussions of cases to (a) have you apply the theory of the course (and from other courses you have done) and (b) deepen your understanding of the theory.

Weekly quizzes

Ahead of each case, you should do two to four readings based on the theory of strategy. To help motivate you to do the readings, your comprehension of the readings will be assessed using multiple-choice questions. The quiz will take 10–30 minutes. We will drop your two worst quizzes when calculating your final grade. In this way, you have a few ‘spare’ quizzes. To keep things simple, **if, for any reason, you miss a quiz, it will be treated as one of your ‘spares’; there will be no opportunity to make up for a missed quiz.** E.g., if you miss a quiz because you are ill or because you were out of the country, there is no paperwork required, it will just consume one of ‘spares’.

Our assumption is that by Stage III, you will have developed the skills to read effectively, **to ask for help when you need it**, and to make sense of a textbook such as that used on this course. You will receive continuous feedback every week on your performance in the quizzes and for class participation. It is up to you to seek the help of the lecturer if you are not achieving the standards you have set for yourself.

Case analysis: Class discussion and participation

When you discuss the assigned cases (as listed above), you need to be prepared for the class discussions. You should prepare a ‘position’ on the case—rather than just knowing the details of the case; what strategic insights do you bring to the room that your peers will find informative. Say, assuming you were in charge of the case’s focal organisation, based on your understanding of why the organization is in its current situation, you will know what you would want to do; why you want to do it; how you would do it; and the

outcomes you would expect. In doing so, you should consider the topics of the course as they relate to the case. Your position on the case must be driven by an application of the theory to which you have been exposed (from this or any other course).

As already stated, you are expected to be prepared. If you cannot meet this objective, notify us before class. Do not try and 'wing it' if you have little to say; you would be using class time that could be used more effectively by your fellow students, and this will not endear you either to them or to us.

Participation during class discussion is worth about 60% of the final grade. We rate each contribution you make during the class discussion based on the quality of the contribution, not the quantity/frequency of contribution. You earn nothing simply for attendance. For each, **based on your best contribution**, we record the quality of participation as being either Gold, Silver, Bronze, or Zero; Gold is the highest and Zero is the lowest.

Gold: A good level of contribution. Uses theory and logic support to demonstrate insights about the readings and the case(s).

Silver: The contribution is clearly progressing towards being an acceptable level of participation. Exhibits solid theoretical and logical support about the readings and/or the case(s).

Bronze: Basic level of participation. The contribution lacks depth in either theoretical or logical support.

Zero: Either, nothing material was contributed to the discussion or was not in class.

The focus of this scale is on the quality of participation, not the quantity. Thus, it is possible to participate once during a discussion and receive Gold. Indeed, you should always assume that you will only get one chance to speak, so you should endeavour to make what you say count.

Appendix D provides more details of what counts as a good contribution.

At the end of the semester, your mix of Gold, Silver, and Bronze determines your grade for participation. You may be anxious regarding how the mix of Golds, Silvers, and Bronzes translate into your final mark. Alas, there is no simple formula. However, here are some rules of thumb (which means they are a rough guide and not absolute).

- If the majority of your participations are Golds, then you will be in the A range (assuming the rest of your marks are Silvers).
- If the majority of your participations are Golds and Silvers, you will be in the B range.
- If you get Silvers for all of your participation, the highest possible grade you can achieve will be in the C range.
- If you get all Bronzes, then your grade will be D-.

In 2017, which was a typical year, the averages played out like this:

Grade range	Average number of			
	Gold	Silvers	Bronzes	Zeros
A-range	8	3	0	1
B-range	4	5	1	2
C-range	2	6	1	3

You should see that **getting Golds for participation drives your grade for participation**; getting Bronzes has little or no impact on your grade. You should also recognise that no amount of Silvers are equivalent to a Gold.

Similar to the situation with quizzes, we will drop your two worst 'participations' when calculating your final grade. In this way, you have a few 'spare' case-discussions. To keep things simple, if, for any reason, you miss a case-discussion, it will be treated as one of your 'spares'; there will be no opportunity to make up for a missed case-discussion. E.g., if you miss a case-discussion because you are ill or because you were out of the country, there is no paperwork required, it will just consume one of 'spares'.

We expect that you are ready to participate each week. The class should manage itself to ensure everyone gets a 'fair go'.

Your learning is your responsibility. You should monitor your performance each week to measure your progress. If you have problems with consistently achieving a 'passing' mark in the quizzes or in participation, then you should seek assistance from us. The marks for the quiz and participation will normally be available on Canvas by the end of the next working day.

Study groups

Over the years, it has become apparent to the lecturers that students who study and prepare the cases together do better in participation than students who come to class 'cold'. Discussing the case in study groups is an excellent way of:

- Developing confidence in your analysis; for quiet students, this can make a big difference in their willingness to participate, and hence their grade.
- Enhancing your understanding of the case.
- Making links between the case and theory.

Missed classes

Generally, there are no opportunities to make up for missed classes. The structure of the assessment 'package' of the course is such that you have some flexibility in this regard; e.g., only 6 out of the 8 quizzes, and your participation in only 10 out of the 12 case discussions will be counted towards your final grade.

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.

Lecture recordings

Because of the nature of this course, an exemption has been granted from compulsory (and automatic) lecture recordings.

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 to provide an electronic version of their work for computerised review.

Student feedback

Your feedback is valuable to us. We will use it to improve the course content and our facilitation of the course. Your informal feedback (given directly to me) and formal feedback (through the Staff Student Consultative Committee and through course evaluations) is used to improve the course.

The main comment from students who took the course as Summer School last year was that the intensification of the course—moving 12-weeks of content into 6-weeks, and expecting people to do twice the work—whilst reasonable on its face did not work well in practice. Amongst the reasons for this were facts such as, the number of 'breaks' such as weekends were lost so people weren't able to 'sit and reflect' on the material as much. These observations by the students were recognised by the lecturer too. Consequently, for Summer School, the number of quizzes has been dropped, and the reading load has been reduced in places.

In the last iteration of the course in 2020, the most frequent request (by four students) was that they would prefer if they did not have to read the textbook, and instead were told (lectured) what they should know. As noted in this document by stage III you should be able to read at this level. It is not practical to cover all the material in the textbook in a lecture format ... it would take twelve or more hours to do that; you can read much faster than I can lecture. Furthermore, I am reluctant to drop material as I do not know what you will need in the future (even though I have drop some content for Summer School). The second most frequent comment was that the textbook was, in places, hard to read. That said, no student approached the teaching staff for help with the readings (although they did ask for help with the cases).

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 the BCom

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

Disciplinary knowledge and practice

Graduates will be able to demonstrate and apply a breadth of knowledge across disciplines, as well as specialist knowledge within one or more of them while recognising the relevance of this knowledge within a global context.

Critical thinking

Graduates will be able to analyse and critique theory and practice to develop well-reasoned arguments.

Solution seeking

Graduates will be able to identify and frame problems using analytical skills to create and evaluate innovative solutions.

Communication and engagement

Graduates will be able to collaborate and communicate effectively in diverse contexts using multiple formats.

Independence and integrity

Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.

Social and environmental responsibility

Graduates will recognise the significance of the principles underpinning the Treaty of Waitangi and consider their obligations in relation to sustainability, whilst displaying constructive approaches to diversity.

Note that if you are enrolled in a conjoint degree, you should also engage with the Graduate Profile for your other degree programme.

References

- de Wit, B., & Meyer, R. (2005). *Strategy synthesis: Resolving strategy paradoxes to create competitive advantage: Text and readings* (2nd ed.). London: Thompson Learning.
- Jarzabkowski, P. (2005). *Strategy as practice: An activity based approach*. London: Sage Publications.
- Minto, B. (2002). *The pyramid principle: Logic in writing and thinking*. New York: Prentice Hall.
- Ohmae, K. (1982). *The mind of the strategist: The art of Japanese management*. New York: McGraw-Hill.

Appendix A: Tackling the readings for the quizzes

Depending on the courses you have taken, you may feel that there is a lot of reading to be done in preparation for each of the quizzes. You are probably not alone in that feeling. Furthermore, some students find the level and the quantity of detail in the readings overwhelming. Most of the time this happens, students are trying to digest or memorise the entire reading (maybe with a bit of highlighting thrown in).

The following is a tried and tested approach to tackling this type of material.

First, skim read the reading (chapter, article, or paper). I really mean skim; do not look at anything more than the headings and maybe the first sentence or two of each paragraph. This should not take you much time. At the end of your skim reading, write down what you think is the main point/theme of the reading (and no, that will not be the title of the reading). This is important as all the other 'material' will hang off this main point. This should not take more than five minutes or so.

Next, read the article again, looking for the four-seven key ideas that support the main point. Again, write these down in your own words. Do not just highlight them in the reading; there is a lot of evidence that highlighting stuff does not improve retention, whereas writing it down in (especially in your own words) does improve retention. At the end of this step, you will know the main point of the reading and the key ideas that support it. This might take another 15 minutes.

Finally, do another, slow read through the reading; check if you are right about what is the main point of the reading, and that you have the key ideas that support it. Adjust your notes as needed.

You will be surprised how many of the minor details of the reading you can recall, or that you can work out from having done gone through this process.

Common errors in doing the quizzes

Most of the time the questions are designed to see what you know and what you think, rather than having you 'work out' or guess the answer.

Using 'technique' to guess. Given a multiple-choice question, many people expect that there will be one right answer, a 'distractor' (almost right), and two plainly wrong answers. Using such a formula allows them to quickly narrow down the choices to two, and then make a good guess. That approach does not tend to work with our quiz questions. First, you should always look for the **best answer**; there may be several true answers, but you need to select the best one. There tends to be no marks for picking the second best answer. Secondly, there will often be times where the answer is a true statement, but it may not actually answer the question. You will often need to select all the right (or all the wrong answers); in that situation marks are only awarded for getting all the answers (e.g., if you are asked to select all the right answers, and there are three that are correct, you will get no marks for only selecting two out of the three answers).

Not reading the whole of the answer. Sometimes, the second half of an answer to a question will be wrong; making the answer incorrect.

Appendix B: Tackling the cases

What does it mean to “take a position on a case”? Ultimately, it means that you have a view about:

- a) The nature of the situation the organization (or maybe the industry) is facing?
- b) Why the situation (as you describe it is most important)?
- c) What led to the organization to end-up where it is?
- d) And, maybe, what you would do to improve the situation.

That means more than just knowing the facts of the case. It means exercising your judgement alongside some theory to explain what is going on (rather than just describing what has occurred). This means you will need to draw on your knowledge of the case and the theory that you have learnt, as you exercise your judgement. That might then lead you to be able to answer the question, “Given what I know about the case, what do I need to focus on (strategy content, process, or context), and given that, what should I do?”

As you progress through the course, and as you are exposed to more cases and more theory, it is expected that your analysis, and thus the type of position you, will become increasingly sophisticated. Thus, a contribution that we award Gold to in week two might not warrant Silver toward the end of the course. As you get more practised at ‘doing’ cases, we expect more from you.

The best way to developing a position on a case is to apply some kind of framework to shape your understanding of what is going on. There are many potential frameworks you might use, and as time progresses, you will increasingly develop your own based on the theory you know and the cases you have already done.

What follows is one relatively robust framework, but you should feel free to adopt any method with which you are familiar and experienced.

Taking a position can be tackled through by considering (1) the situation of the company, (2) the complication or problem that faces the company, (3) your proposed solution, and (4) the impact that your solution will have. There should be a clear chain of logic from situation, to complication, to solution, to impact. You might find Barbara Minto’s book (2002) helpful in this regard.

It is unlikely that in the class people will adopt identical positions, and there certainly is no single ‘right’ position, but there are many poor positions. The intention is that you develop viable position. Similarly, it is unlikely that some will say exactly what you wanted to say, based on an identical analytical framework. If you have developed a robust position, you will always be able to contribute and build on the discussion.

As part of your analysis of the case, you need a clear understanding of the situation before developing a strategy. Ohmae (1982, p.91) says, “In the construction of any business strategy, three main players must be taken into account: the corporation itself, the customers, and the competition. Each of these ‘Strategic 3Cs’ is a living entity with its own interests and objectives.” Therefore, you need to know what the corporation/business/organization does, who its customers are, and how the competition in the industry works. Understanding the situation is critical in developing your position— a weak understanding of the situation tends to result in you adopting a weak position.

The Corporation You should consider what does the organisation do? What are its key processes and capabilities? How does it make money (i.e. where does it major revenues

come from; likewise, what are its major costs). What is the nature of the relationship with suppliers? What is its existing strategy? What is the businesses culture(s)?

The Customer Who are the customers? How are they segmented? How does the business meet (or not) the needs of the customers? Are the customers locked in?

The Competitors Who are the corporation's competitors? How 'good' are they at competing? What are the 'rules of the game' in this industry? How do those rules relate to the industry's economics? What are the key success factors? Who might be partners? What are the key trends in the industry?

Ultimately, you should understand how the corporation creates value for the customer, and how the competition creates value. At the same time, you should understand the nature of the costs the corporation incurs, and the nature of costs that the competitors incur. This will give you a sense of the relative position of the corporation with regard to the competition.

Some of this information will be in the case. Some will be in the 'numbers' and figures that accompany the case. In general, you do not need to do any further research on the firm or the industry. However, there may be times when, despite reading the case, you are unsure of some critical aspects—at those times, you will need to read more widely.

As you head into doing your first case of the course, you really want to be able to articulate the 3Cs if you hope to do well.

Appendix C: Tackling participation

[This is my first go at giving this information out like this; it'll be interesting to see how it works]

So, you have prepared a position, and you're in class; how will you participate? First, let's begin by thinking about where you sit to increase your opportunities to speak. In a very real and practical sense, where you sit will matter. If you sit in the corner (or at the ends of a row), or at the back of the class, you will find it hard to get the attention of your classmates when you want to join in the conversation and contribute. Being in the middle is, for all but the most extrovert of us, the best place to sit.

Generally, you will only get a Gold if you have managed to talk in a paragraph. A single sentence answer is very unlikely to get anything other than a Bronze. You should try to speak in 'paragraphs'; if you have a good point it will take some explaining.

When to participate. There are a few places where it is easier to participate. The person who opens the discussion (in a substantive way), will often be well placed to do well; after all they do not need to follow on from what has already been said; they have the space to layout whatever they want to say. The challenge with being first is making sure that it is a good opening; it needs to set the scene for the rest of the class.

It also tends to be good to be first to speak after the mid-class break (someone should ask about breaks in the first class). Before we go to break, we will often give a clear 'steer' as to what we need to be talking about in the second half of the class.

Summarising; at the end of the first half of the class (you can normally work out when that should be, or when you are ready for a break), it is a good strategy to 'take the class to the break'. You can do this by signalling that there is a natural break due, and by summarising the key points from the first hour (or so). Note this means describing what matters and why it matters; not just reciting everything that we discussed.

In a similar fashion, you can also close the class by signalling the case is pretty much 'done' and summarising all the key points from the whole two hours.

Props. If you have slides, graphs, calculations that you want to share when talking about issues, you should feel free to either have them prepared and display them using the document camera, or writing on the whiteboard. Often such interventions lead to a Gold.

Try to build on what other people say; respond to them directly rather than trying to talk through the lecturer(s). Remember, the class is meant to be having a discussion, rather than a series of conversations with the lecturer.

Asking questions. You should never be afraid of asking questions of your peers. If you do not follow what someone says (or if you disagree with them), asking a good question can also lead to a Gold.

Things to avoid:

- Starting a sentence with "Would you agree ..."; own what you are going to say.
- Merely repeating what someone else has said; especially if the conversation has moved on from that point.
- Starting with "I agree with Jenny (or whoever) ..." and then going off in a new direction. If you think we need to go in a new direction (which is fine and often good) then own it and explain why you are going there.
- Boiling the ocean; rehashing the same issue over and over, while not getting anywhere. That said, explicitly spotting that we are boiling the ocean and stopping it

is a way towards Silver (or Gold if done really well). I will often let you go in circles ... you need to learn to spot when the class is doing it, and how to get out of it.

- Just describing the facts of the case without any theoretical framing (getting stuck in the weeds, rather than being at 40,000 feet).

Appendix D: What counts for good participation?

Your overarching goal in participating is to help the class better understand the theory (through the way you use it, rather than reiterating it) or better understand the case (by the way you have analysed it), rather than simply repeating the facts. Merely repeating the facts of the case is usually

unhelpful (unless someone has shown they have the facts wrong).

As already noted, our expectations of what warrants Gold, Silver, or Bronze, goes up over the duration of the course. We will flag, from time to time, what is changing, but

most students naturally adapt as their proficiency increases.

This rubric is something of a work in progress; it is neither complete nor comprehensive (what rubrics are).

	Good	Okay	Poor	
<i>Use of theory</i>	Theory is integrated with logic and evidence	Theory is used to explain, but not necessarily well connect with logic or the case.	Theory is used to 'label' rather than to explain. Used theory inappropriately or wrongly	No evidence of theory being used
<i>Use of logic</i>	There is a clear chain of logic (e.g., explain why things are the way they are; or why a particular theory is useful)	Little logic	Does not demonstrate or show awareness of how things are connected to one another (at an abstract level)	No logic
<i>Use of evidence</i>	Got the details right, without giving a shopping list (prioritized/relevancy)	Got the details right	Got some of the details wrong	None
<i>Duration</i>	A whole paragraph or more	One or two sentences	A sentence or a words or two	Nothing
<i>Building on the work of other</i>	Brings together multiple threads from others to synthesis an insight	Clearly (and meaningfully) relates to the previous contribution	Directs comments to the lecturer; often ignoring what others have said	Does not acknowledge what others have said or done.

	Good	Okay	Poor	
<i>Moves the conversation forward</i>	Starts, summarises, or ends the class in a considered manner.	Move the conversation into a new direction in a systematic manner	Leaps into a new direction, seemingly at random	Does not move the conversation forward
<i>Manages the conversation</i>	Is proactive in taking charge of the conversation, making sure the others are heard. Asks helpful questions of classmates.	Tries to get the class out of 'dead ends' or stuck topics.	Just tries to jump in to make their own point.	No management at all
<i>Big picture</i>	The language is rooted in the big picture (e.g., strategic thinking).			No picture at all
<i>Illustration</i>	Uses a useful illustration (e.g., own diagram)	Uses a diagram from the readings		No illustration/props
<i>Overall rating</i>	If mostly good, then GOLD	If mostly okay, then SILVER	If mostly poor, then BRONZE	Mostly nothing, then ZERO